



EXPLORE

Toolkit for involving young people as researchers
in sexual and reproductive health programmes

Manual for training
young people as
researchers

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in sexual and reproductive health programmes

This toolkit is based on the original Explore toolkit but enhanced with experiences and materials of the 'Do They Match' Participatory Research Project; Rutgers WPF's experience with training and involving young people in monitoring and evaluation (M&E) and research; and IPPF's experiences with rapid PEER reviews carried out by young people.

The training methodologies described in this toolkit have been applied and tested in different settings in Africa and Asia, with different groups of young people (children, adolescents, young people, with different social and educational backgrounds) and in relation to different research and M&E activities and projects. The training methodologies are developed in interaction with young people and on the basis of their feedback and evaluations. We consider this toolkit a work in progress, as the methodology continues to develop through experience.

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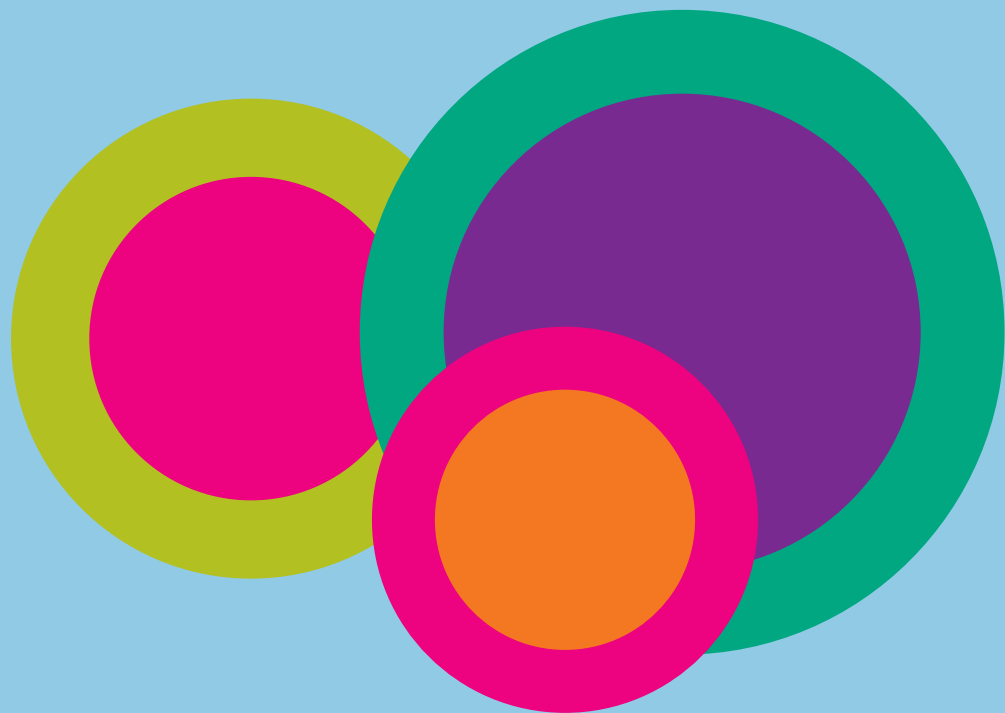
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Introduction to this manual

This manual is part of the Explore toolkit for involving young people in research. We refer to the toolkit for instructions on how to use this manual to compose your own specific training and for instructions on how to conduct an effective, youth-friendly training and how to support the young researcher during the research project.





Goals

The goal of this manual is to provide you with example sessions that can help you to train young people in particular aspects of conducting qualitative research.

The overall goal of the training is to equip young people with the skills to conduct qualitative research about young people's sexual and reproductive health and right (SRHR) issues.

Results

When all the sessions in the training manual are conducted adequately, the following results can be expected:

- A research plan that includes the views of young people, question lists for focus group discussions (FGDs) and individual interviews, and a plan to organise a stakeholder panel
- Increased knowledge about qualitative research processes, methods and techniques
- Skills to collect in-depth qualitative data, in particular interview and probing techniques, 'rapport', ethical conduct, reflection, critical thinking and analysis
- A thorough understanding of what sexuality entails and the various factors that influence sexuality and sexual behaviour
- Data on young people's sexuality and SRHR issues (through input from the trainees and research exercises)

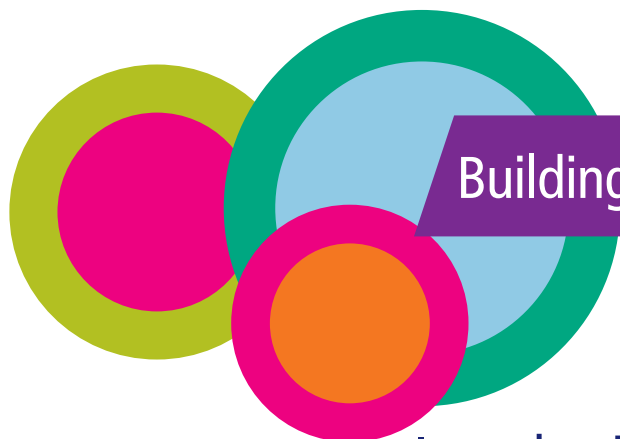
Time frame

2-7 days: Training sessions can be used as building blocks for composing your own training: a minimum of two days for basic research skills ('key sessions' only) to seven days to cover all sessions and allow for practice and input on the design of the research focus, interview guidelines and research plan.

OVERVIEW OF BUILDING BLOCKS AND TRAINING SESSIONS			
BUILDING BLOCKS AND SESSIONS	CONTENT	ESTIMATED TIME	PAGE
I	Introduction to the research		4
1	■ Welcome*	40–90 minutes	5
2	■ Why are we here*	90–150 minutes	7
3	■ Conceptualizing sexuality*	120–150 minutes	10
II	Specifying the research question		14
4	■ Defining your key concepts	60–90 minutes	15
5	■ Working out research topics and questions	120 minutes	17
6	■ Formulating and practising your introduction*	60–120 minutes	19
III	Data collection		21
7	■ Introduction to research methodology	40 minutes	22
8	■ Interview techniques*	165 minutes	26
9	■ Note taking and steps to take after interviews	60 minutes	33
10	■ Conducting an FGD: Field practice	1 day	34
IV	Personal reflection and research ethics		38
11	■ Game: Exploring boundaries and values	60 minutes	39
12	■ Research ethics, what does this mean?*	30 minutes	42
13	■ Ethical cases, protocols and procedures	45 minutes	44
V	Analyzing data and drawing conclusions		46
14	■ How to order and analyze your data	120–180 minutes	47
15	■ Drawing a good conclusion	30 minutes	49
16	■ Reflecting on the quality of your data	45 minutes	50
VI	Making a research plan		53
17	■ Map and select informants and gatekeepers	120 minutes	54
18	■ Developing a stakeholder panel plan	60 minutes	55
19	■ Making a research timeline and work plan	90 minutes	56
20	Finalization of the research training	120 minutes	57
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ABBREVIATIONS

FGD	focus group discussion
IEC	information, education and communication
M&E	monitoring and evaluation
NGO	non governmental organization
SRHR	sexual and reproductive health and rights
STI	sexually transmitted infections



Building block I

Introduction to the research

OBJECTIVES

- To get to know each other
- To understand the research purpose and the concept of sexuality
- To understand what research is about
- To create motivation for and ownership of the research project by the young people

The sessions of this block take up one day (the first day of the training) and can be expanded to the second day. The sessions help the trainees to get an orientation about the purpose of the research project, the training and what is expected of them.

The afternoon session on conceptualizing sexuality helps to create a common frame of reference and is a good introduction to identifying topics relevant for the research and for creating the basis for rapport and ethical conduct. It can also serve as an example of a FGD. This session can be expanded with discussing other central concepts and topics relevant for your research. You can think for example of the concepts of gender, sexual rights, sexual violence, sexual diversity, abortion, sexual and reproductive health services, sexuality education etc. If you want to discuss such SRHR related topics, we suggest you make use of the guidelines of 'It's all one curriculum', which is a great resource for presenting SRHR concepts in meaningful and effective ways. Depending on your time and if you want to get input from the young people in the formulation of your research questions, we suggest to reserve a second training day for this.

We also suggest starting the day with an energizer that helps to get to know each other, an introductory round and a welcoming session. Examples of these are provided.

BUILDING BLOCK I: SESSIONS AND TIMES

SESSION	TITLE	TIME
1	Welcome	40–90 minutes
	■ Energizer: fire! fire!	20 minutes
	■ Alliterate! The name game	10 minutes
	■ Interview your neighbour	20 minutes
	■ Official welcome	20 minutes
	■ Setting ground rules	20 minutes
2	Why are we here?	90–150 minutes
	■ Purpose of the research	30–60 minutes
	■ Why young people as researchers?	30–60 minutes
	■ Research and training agenda	30 minutes
3	Conceptualizing sexuality	120–150 minutes
	■ What is sexuality and sexual wellbeing?	60 minutes
	■ Sexual rights and a positive approach	60 minutes

Session 1: Welcome

OVERVIEW

At the beginning of the training, the young people might be a bit nervous and insecure. Try to make them and yourself feel at ease. Laughter creates a pleasant environment to start with. We therefore suggest an energizer that is a playful way to get introduced to each other.

The energizer can be followed by an introductory round. This could be done formally, perhaps in conjunction with an official welcome, or a bit less formal through a name game or interview exercise, or a combination of these.

You also might find it useful to discuss some ground rules for during the training. But if the group is small, this can also be done more informally or when things are not going well.

OBJECTIVE

- To get to know each other and create a positive environment to start the training

SESSION TIME

40–90 minutes

Energizer: fire! fire!

INSTRUCTIONS

1. Stand in a circle and explain: imagine that we are all standing on a hot savannah landscape, the earth beneath us is scorching hot. So hot that the savannah is catching fire! When I yell "Fire! Fire!" everyone will run around the room trying to avoid burning your feet. Then I yell "Stop" and a number, for example "Three". Then you stop and form a group of three people as quickly as possible. Once in the group I will give you instructions what to do with your group.
2. Start the energizer by yelling "Fire! Fire!" When they have run around for a minute, yell "Stop" and a number (two, three or four). When they have formed groups ask them to introduce themselves, give their age and where they are from.
3. After a few minutes, when you think most of them have discussed their answers, yell "Fire! Fire!" again. Make them stop and form groups. You can do this several times. You can, for instance, ask the trainees to discuss:
 - ❓ *A good and a bad habit you have*
.....
 - ❓ *Things you really like and dislike*
.....
 - ❓ *The first time you fell in love*
.....
 - ❓ *Why you want to be part of the training?*
.....
 - ❓ *What you think this research will be about?*
.....
4. It is good to join in this energizer yourself!

TIME

20 minutes

Alliterate! The name game



TIME

10 minutes



MATERIALS

Ball

INSTRUCTIONS

1. Stand in a circle and throw the ball to each other. When the person catches the ball, this person gives his or her name in the form of a rhyme (alliteration), for example 'Hungry Henri'. Then Hungry Henri throws the ball to someone else. This person first mentions the name of the person who threw the ball and adds his or her own alliteration, this continues until the circle is complete. This exercise is good for remembering each other's names, and creates some laughs!
2. Finalize by writing the alliterations on the blackboard or flipchart and leave it there for the whole of the first day.

Interview your neighbour



TIME

20 minutes

INSTRUCTIONS

1. Make teams of two people. Tell the teams they have to get to know each other through a small interview. Each team is given roughly five minutes to exchange personal information. This could include information about hobbies, education, family, background, age, whether or not they have a partner, etc. It is recommended that they take notes and write down what the other person is saying.
2. Ask them to introduce each other to the group, based on the interview. The exercise is good in letting the group get acquainted with each other, it also allows the participants to practise presenting information.

Official welcome



TIME

20 minutes

INSTRUCTIONS

1. Have a formal introduction round and word of welcome carried out by a representative of the organization for which the research or monitoring and evaluation (M&E) is being done.
2. Finish by allowing the trainees to ask the representative questions. If they are shy, you can initiate by asking some questions yourself, for example:
 - ❶ *What do you expect of these young people?*
.....
 - ❷ *How is this research going to help your organization?*
.....
 - ❸ *What do you think will be one of the things that will be interesting about this research?*
.....

Setting ground rules

INSTRUCTIONS

1. Explain to the group that you are going to work together closely and therefore you need to trust one another and make each other feel free to contribute.
2. Ask the group what they need to make them feel comfortable in speaking their minds, or the opposite, what makes them shy.
3. Based on this discussion, make an agreement about how you are going to work during the training, and write the points down on a flipchart so that you can keep these 'rules' for the duration of the training. For example, you can think about the following rules:
 - Do not interrupt each other
 - Do not make fun of each other
 - Be sensitive about personal information and feelings
 - Be on time
 - No mobile phones in the class
 - Etc.
4. You can also make agreements about timekeeping or about what should be done if someone breaks the rules.



TIME

20 minutes

Session 2: Why are we here?

OVERVIEW

This session should explain the general purpose of the research (why does the organization want this research?) and the reason why young people will be trained as researchers to conduct this research. During this session the training agenda and research work/time plan will be explained, as well as the roles of the people involved.

OBJECTIVES

- To understand the purpose of the research
- To create motivation for and ownership of the research by the trainees
- To create understanding of what is expected of the trainees
- To get an overview of the activities and timeline of the training and research



SESSION TIME

90–150 minutes

Purpose of the research



TIME

30–60 minutes



PREPARATION

Clearly formulated research purpose and/or main question(s) on flipchart

INSTRUCTIONS

1. Ask the trainees what they know about the organization and its work. Ask the trainees what they think the purpose of the research is and their role in it.
2. Now clarify the research purpose and the research goal. Explain the work of the organization for which the research or M&E is being conducted. Explain why the organization wants to conduct this research. If the research is funded by others, explain why they find it important to conduct this research.
3. Introduce the **definition of research: A study or investigation with the aim to find new information or reach a new understanding about a certain topic.**
4. If there is a set research question, present it now (or M&E qualitative indicators). If not, explain that you (the group) will work on formulating a good research question together in the coming day(s).
5. Explain that the trainees will be asked to help to conduct the research and collect data.
6. Introduce yourself more elaborately; about your background and your role in the research training and process. If applicable, also introduce any other people involved in the research training (e.g. a translator or secretary).

Why young people as researchers?



TIME

30–60 minutes



PREPARATION

A clearly formulated research purpose and/or main question(s) on flipchart

INSTRUCTIONS

1. Hold a plenary brainstorm asking the participants why it is important to have young people conducting the data collection? (see also Part I of this toolkit).
2. Write down their answers.
3. Check their answers with the answers in Box 1, and add anything they miss.
4. Re-emphasize the importance of their role, so it makes them value their potential contribution to the research. Then explain more elaborately what you expect from them during the research and how they will be trained for this task during this training (see Box 2 for examples). Make a connection to the next session (outline research and training agenda).

Research and training agenda



TIME

30 minutes



PREPARATION

Flipchart and handouts with training programme and flipchart and handouts with timeline and activities of research project

INSTRUCTIONS

1. Explain about the research phases, activities and time-line, including the training. Young people like to keep this overview as it helps them to understand the process better. So if you can, hand out printed overviews of this planning.
2. Explain in which parts the young people will be expected to contribute and how. Explain which parts are fixed and which parts young people will have input. Where necessary, explain the roles of others in the research plan, e.g. of the stakeholder panel, staff members, other researchers etc.
3. Explain the training programme and answer the trainees' questions.

BOX 1: Reasons for youth participation in research

- ✓ **Young people are experts on youth issues.** They can help explain youth issues to adults.
- ✓ **Informants will feel more comfortable and free talking about sexuality issues** to people of their own age compared to adults. Therefore, young people can collect information about young people that is more close to the truth (more reliable) – youth participation could lead to an improvement of the quality and relevance of the research data.
- ✓ **The data will inform project activities** (interventions) that fit better with young people's issues and interests
- ✓ **Building research skills in young people has an empowering effect on young people:**
 - Their self confidence to talk about sensitive issues with peers and adults
 - Their understanding of social issues that negatively influence young people's SRHR
 - Their motivation to contribute to changing things for the better
 - Research skills are useful social skills and good for future job opportunities
- ✓ **It can help build cooperation between young people and adults:** It can improve mutual respect. Adults will take young people more seriously when they are involved in research and decision-making processes. Young people will take adults more serious if they understand the challenges of their work. This can lead to more youth participation in the organization.

BOX 2: Expectations and roles

By the end of this training you will understand what research is about and you will have the skills to conduct research, but we also hope that you will feel like a researcher. During this training we also want to develop a context-specific research plan together, i.e. what questions are we going to ask, when, where, how?

- ✓ **After training:** We expect to collect data on the main research topics and help the coordinator making sense of it (analysis) and discussing it with the stakeholder panel. You will become co-responsible for making this research a success. We hope to formulate recommendations on how to improve the services so that they meet the needs and demands of young people.
- ✓ **Role of the research coordinator (your own role):** The research coordinator will be responsible for coordinating the research process i.e. logistics and finance. I will also be responsible for training and guiding you, the research team, and for communicating the findings and research process with the organization and donor. I will also be responsible for analysing the data and writing a research report.
- ✓ **Role of the partner organization:** The partner organization is responsible for supporting the research coordinator in the field i.e. logistics, interviewing locations transport and access to stakeholders and target groups.

Session 3: Conceptualizing sexuality

✓ OBJECTIVES

- To discuss the meaning of the concepts of 'sexuality', 'sexual health' and 'sexual wellbeing' and come to a common understanding
- To collect data on sexuality issues that are important for young people, which could be used for the formulation of the research question(s)
- To create understanding of the need for a rights-based and positive approach to sexuality
- To show an example of a FGD

🕒 SESSION TIME

120–150 minutes

OVERVIEW

The afternoon session on conceptualizing sexuality, sexual health and wellbeing helps to create a common frame of reference and is a good introduction to identifying topics relevant for the research and for creating the basis for rapport and ethical conduct. It can also serve as an example of a focus group discussion (FGD). This session can be expanded with discussing other central concepts and topics relevant for your research. You can think for example of the concepts of gender, sexual rights, sexual violence, sexual diversity, abortion, sexual and reproductive health services, sexuality education etc. (see *It's all one curriculum* for presenting SRHR concepts in meaningful and effective ways). Depending on your time and if you want to get input from the young people in the formulation of your research questions, we suggest to reserve a second training day for this.

Young people might find it difficult to understand this session, as the concepts can be very abstract. It is therefore important, depending on the level of your trainees, to make use of very concrete examples and to explain to them why it is important to discuss about these concepts. Explain they do not have to memorize everything; that the importance lies in discussing different meanings and getting a shared understanding.

Conceptualizing sexuality, sexual health and sexual wellbeing

🕒 TIME

60–90 minutes

🛠️ PREPARATION

Flipchart (and handouts) with the World Health Organization (WHO) definition of sexuality and with the main conclusions listed in step 5

INSTRUCTIONS

1. Explain that before you are going to discuss more about the research itself, it is important that everyone understands what we mean when we talk about sexuality. We need to give it a definition. This makes it easier later on, to give focus to the research and to explain the purpose to the informants.
2. Hold a plenary brainstorm on what sexuality entails. Write their answers on a blackboard or flipchart. Many participants will offer answers related to sexual activity. Purpose of this exercise is to broaden their perception of sexuality to include the non-physical aspects of sexuality and to orient them towards sexual wellbeing in a broader sense.

If they answer only in terms of sexual activity, ask them about what comes before one actually has sex.

- ② Ask them *why they think young people engage in sex?* Let them brainstorm not only about physical excitement, but also about attraction, courtship, and about feelings. And if these feelings can exist even when it does not lead to sex. *Would you still call this sexuality? Yes!*
- ② Ask them *why some young people choose not to engage in sex?* write down the answers. Ask them *if they would say that these persons have sexuality, if they are sexual beings? Yes!*

3. Ask the trainees *if the way people behave sexually (including abstaining), is only influenced by biology, or if they can think of other factors as well.* Use their own suggestions (i.e. peer pressure, religion, curiosity.) to ask what sort of influence this is, for instance psychological, social, cultural, religious, economic, political (i.e. not being able to express your feelings if you are homosexual).
4. Explain the definition of sexuality, as given by WHO:
“Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors.”
5. Draw the following conclusions:
 - Sexuality is much more than sex/sexual activity/intercourse
 - Sexuality relates also to people who do not have sex, or haven't had sex yet
 - People experience sexuality through their physical feelings, emotions, thoughts, identity and relationships
 - Sexuality is influenced by many factors
 - People are influence by these factors from the day they are born
 - Like all behaviour, sexual behaviour is learned; we learn what is expected of us, how we are supposed to behave
 - This is different for children, adolescents and adults, but also different for men and women/boys and girls
 - This is what we call '**gender**', and because gender norms are different for boys and girls, gender norms cause inequality (you can elaborate on this by asking for examples)
6. Ask the trainees:
 - 🗣 *What kind of problems do you think young people in your communities are facing with regard to sexuality?*

.....

Write down the answers. Differentiate between physical health problems, mental health problems and social problems (e.g. relating to sexual orientation, violence, harassment, forced marriage, initiation, enjoyment, relationship issues).
7. **Conclude:** to be sexually healthy does not only mean the absence of diseases, physical problems or pain, it also means absence of concerns, fears and emotional pain. It means enjoyment, safety and satisfaction in sex and sexuality, physically and mentally. To emphasise the non-physical aspects of sexual health, we use the term '**sexual wellbeing**'. Sexual wellbeing is important for people's overall wellbeing and happiness (quality of life) and can be source of great pleasure and meaning in life.

Sexual rights and a positive approach



TIME

60 minutes



PREPARATION

Flipchart with definition of sexual wellbeing, and a poster with sexual rights (see Box 3)

KEY TERM

Sexual wellbeing means enjoyment, safety and satisfaction in sex, sexuality and relationships; both physically, mentally and socially.

INSTRUCTIONS

1. Write down the definition of sexual wellbeing (if you haven't done this yet): **Sexual wellbeing = enjoyment, safety and satisfaction in sex, sexuality and relationships; both physically, mentally and socially.**
2. Brainstorm with the trainees what is necessary in order to achieve sexual wellbeing. Ask for examples relating to physical, mental and social aspects of sexual wellbeing.

Examples of what is necessary to achieve sexual wellbeing:

- respect in a relationship
- being able to refuse unwanted sex, not to be forced
- being able to protect yourself
- being able to be yourself (orientation)
- not being discriminated or stigmatized, or put in jail
- being able to choose the partner you like
- being able to choose if and when you want to have children
- having information
- being able to access services
- being able to communicate with your partner about what you like and dislike
- etc.

3. Explain that these examples relate to **human rights** and that human rights are universal, regardless of sex, age, marital status, sexual identity or behaviour, race, religion, etc. Explain that governments have ratified human rights, but that nevertheless many people cannot enjoy their human rights due to restrictive laws, socio-economic status, war, or lack of resources.

Examples of human rights:

- equal treatment under the law
- freedom of choice
- freedom of expression
- live free from violence
- right to education
- right to health, including information and services

4. Explain that to be able to enjoy sexual wellbeing, the human rights relating to sexuality need to be fulfilled. This is what we call '**sexual rights**', which are universal like human rights. This is also why we are often talking about **sexual and reproductive health and rights** – without enforcing rights, you cannot obtain health. You can go through IPPF's *Sexual Rights Declaration* with participants or give the summary of the ten sexual rights in Box 3.

Sexual rights include the right to:

- choose sex partners and to form relationships based on choice and consent
- say yes or no to sex
- express sexuality
- enjoy bodily autonomy, free from sexual violence or exploitation
- obtain full and accurate information, education and services
- protect oneself against unwanted pregnancy and infection, including HIV

5. You can elaborate this session by brainstorming about a specific element that undermines sexual wellbeing, or which is in another way relevant to your research (or have this session the next day, after repeating the definitions).

6. Explain to the trainees that despite of these rights and the importance of sexual wellbeing, many adults find it difficult to accept young people's sexuality (you can have a brainstorm about the reasons for this), resulting in difficulties for young people to talk about sexuality with adults, in obtaining good information, or in accessing health services.

Explain to the trainees how this affects them and why it is important to have a positive approach towards sexuality (see Box 4).

BOX 3: Summary of the ten sexual rights: *Sexual rights; An IPPF declaration*

Article 1: Right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender.

Article 2: The right to participation for all persons, regardless of sex, sexuality or gender.

Article 3: The rights to life, liberty, security and bodily integrity.

Article 4: Right to privacy.

Article 5: Right to personal autonomy and recognition before the law.

Article 6: Right to freedom of thought, opinion and expression; right to association.

Article 7: Right to health and to the benefits of scientific progress.

Article 8: Right to education and information.

Article 9: Right to choose whether or not to marry and to found and plan a family, and to decide whether or not, how and when, to have children.

Article 10: Right to accountability and redress.

BOX 4: Importance of a sex-positive approach

An important reason why people find it difficult to accept young people's sexuality is because they have moral objections (i.e. because of religion or culture) and are afraid to encourage young people to have sex. Therefore, adults do not talk about sexuality with young people, or only talk in terms of the negative consequences of sex (i.e. unwanted pregnancies, diseases, bad reputation).

As a consequence, many young people do not dare to ask questions, or look for help and they hide their sexuality and relationships from adults. This undermines young people's sexual wellbeing and increases the risks to their sexual reproductive health, for instance because they have not enough accurate information to base their choices upon. It is therefore important for people who work on SRHR, for example as educators, service providers, or researchers, to have a so called '**sex-positive**' approach.

A sex-positive approach focuses on promoting an environment in which young people feel comfortable to discuss about sexuality and their needs related to sexual health and wellbeing. To be able to create such an environment, it is important not to be judgmental, to accept young people as sexual beings, with sexual rights and to encourage them to make positive and independent decisions.



Building block II

Specifying the research question

✓ OBJECTIVES

- To discuss the meaning of key concepts and come to a common understanding
- To identify topics relevant to your research and collect data on these
- To formulate the main research question
- To formulate sub questions that can be worked out into a question guideline
- To formulate and practise your introduction

The sessions in this building block assist you to get input from the trainees on formulating the research focus, main research question and sub questions. You can conduct the sessions in this block on the same day, or spread them out over the training. We suggest conducting the sessions on defining key concepts early on in your training, while the sessions for working out interview guidelines could be done at a later stage, for instance when you are preparing for a practical exercise.

If the training is conducted for the purpose of M&E, instead of specifying the research question you can make use of Session 3 of the *M&E&R training manual* for developing specific qualitative indicators for your M&E plan.

The sessions in this building block are worked out for the example of youth-friendly services. You can replace this example with the topic of your own research.

BUILDING BLOCK II: SESSIONS AND TIMES

SESSION	TITLE	TIME
4	Defining your key concepts	60–90 minutes
5	Working out research topics and questions	120 minutes
6	Formulating and practising your introduction	60–120 minutes

Session 4: Defining your key concepts

OVERVIEW

This session is similar to Session 3 where you conceptualize sexuality, sexual health and wellbeing, and sexual rights. You can use this session to conceptualize, define and operationalize your key research topics. Box 5 gives an example of a research question and how to conceptualize the topic of **youth-friendly services**.



SESSION TIME

60–90 minutes

INSTRUCTIONS

1. Repeat the purpose of your research. Explain that it is necessary to define the key concepts relevant to your research.
2. Hold a brainstorm on what the trainees think your particular concepts mean. Guide them towards agreed definitions.
3. Brainstorm with the trainees about the problems young people face in relation to your concepts, or what enables them to enjoy their sexual rights and wellbeing.

BOX 5: Defining your key concepts: the example of youth-friendly services

Step 1: Purpose of the research

Despite efforts of the organization to provide young people with SRH services, the uptake of their services among young people remains low. The organization wants to know how they can increase this uptake among young people. To be able to give them recommendations, we therefore need to investigate the reasons why the uptake is low.

Step 2: Conceptualize youth-friendly services

Before we think about possible reasons, we need to have an understanding of what is meant by 'youth-friendly services'. What are these services and when do we call them youth-friendly?

Sexual and reproductive services for young people include:

- SRH counselling (providing information, support and advice, including sexual abuse and relationship counselling)
- Contraceptive provision (including emergency contraception)
- Sexually transmitted infection/HIV prevention, testing, counselling, treatment and care
- Pregnancy testing
- Safe abortion and/or post abortion related services
- Pre- and antenatal care (services relating to pregnancy and birth)
- Information, education and communication (IEC) activities, and behavioural change communication activities such as quizzes, debates and workshops

IPPF 2008. *Springboard: A hands-on guide to developing youth-friendly centres*

Services for young people could also include non-sexual reproductive health activities such as:

- Indoor and outdoor games
- Library with education material (IEC brochures, etc.)
- Internet facility
- Training in life skills and vocational skills

- Career development activities
- Music, film shows and festivals
- Treatment for minor ailments

We call a service youth-friendly when ...

“young people trust the service providers and feel the services are there for them and their needs, and are supportive of young people’s sexuality so that they have a happy, healthy and safe sexual life regardless of gender, sexual orientation, disability, income level or marital status.”

IPPF, 2008. *Springboard: A hands-on guide to developing youth-friendly centres.*

This means that service providers should be committed to young people’s sexual rights and that the services they offer are able to effectively attract adolescents, responsively meet their needs, and succeed in retaining these young clients for continuing care.

IPPF, 2008. *Provide: Strengthening youth-friendly services*

In order to achieve this, young people should have ownership over the centre and should be involved at all levels of decision-making, implementation and monitoring activities.

IPPF makes use of a rights-based approach in defining youth-friendly services, and states that youth-friendly services should respect young people’s life choices and sexual and reproductive health decisions.

Clients have the right to: Accurate information, access, choice, safety, privacy, confidentiality, dignity, comfort, continuity of services, opinion

Step 3: Brainstorm the reasons why, according to the trainees, the uptake of services remains low

Write down the answers and sort into the following categories (see table below): **Need, demand, awareness, access, quality, support for service providers.** Explain these concepts accordingly.

NEED	<p>What do they need?</p> <p>Are the services that the organization offers to young people relevant for adolescents; do they match what adolescents need, their primary concerns and realities?</p>
DEMAND	<p>Do they want to use the services?</p> <p>Are adolescents motivated to use the services that are offered? Influenced by experienced needs, perceptions about efficacy, local explanatory models for health and diseases, and alternative options for coping with sexuality-related concerns.</p>
AWARENESS	<p>Do they know about the services?</p> <p>If adolescents do not know about the existence of services, their location and outreach activities, then they will not make use of them.</p>
ACCESS	<p>Can they make use of them if they want to?</p> <p>Are services able to attract and reach adolescents? Are they acceptable and affordable and are they easy and comfortable to use?</p>
QUALITY	<p>Are they satisfied?</p> <p>Do adolescents perceive the services as helpful and relevant and are they happy with how they are treated? Are services respectful of their rights as clients?</p>
SUPPORT FOR SERVICE PROVIDERS	<p>What do service providers need in order to offer youth-friendly services?</p> <p>Is there sufficient organizational support, management systems and resources and training and motivation of staff in order for them to conduct their jobs in the best possible way?</p>

Session 5: Working out research topics and questions

OVERVIEW

This session assists you to get input from the trainees on formulating the research focus, main research question and sub questions. You can use this session as a basis for drawing up an interview guideline. You can also use the steps in this session for helping the trainees to prepare for a (practice) FGD in the field.

It can be useful to do this session twice: Once for drawing a research framework and general interview guideline and a second time for preparing a specific worked out list of interview questions in preparation for a FGD or interview on a specific topic with a specific group of informants.

This session is also very useful for later sessions on analysis, as the same topics will be used to label and order the data.

OBJECTIVES

- To understand the purpose of the research
- To create motivation for and ownership of the research by the trainees
- To create understanding of what is expected of the trainees
- To get an overview of the activities and timeline of the training and research

SESSION TIME

120 minutes

PREPARATION

Flipchart with steps for preparing an interview or FGD

INSTRUCTIONS

1. Explain the purpose of this session: **to formulate the central question of your research and to think of questions you can ask to find answers to this question.** Show the steps involved (see Box 6) on a flipchart.
2. Repeat the purpose of your research. Identify or repeat the key concepts of your research.
3. Identify relevant topics. Use the sessions on conceptualization to identify the relevant topics, or present the topics you have identified yourself.
4. Hold brainstorm sessions for each topic:
 - 🗣️ *What are the relevant factors that influence your topic? Think of positive (enabling) and negative factors (barriers).*
5. Decide on a central research question. Discuss with the trainees about the focus of the research:
 - 🗣️ *What topics are most relevant in relation to the purpose of your research? Make choices and decide on a central research question.*
6. Formulate sub questions. From your central question, go back to your central topics and the list of influencing factors. Work out sub questions per topic. You can split up the group into teams to formulate questions for a specific topic.
7. Decide on the order of questions. Make an inventory of the sub questions and decide with the group on the most logical order to ask these questions. This will be the core of your interview guide. If you are preparing a fieldwork practice, split up the group into sub groups (as many as you want to hold FGDs) and ask them to prepare the FGDs or interviews by following the steps.
8. Prepare the introduction of the interview to complete the interview guide. Session 6 will assist you in how to do this with your trainees and how to practise it.

BOX 6: Steps for preparing research, an interview or FGD

1. Formulate a research question
2. Formulate sub-questions
3. Prepare the order of the questions
4. Prepare your introduction

BOX 7: Specifying the research question: the example for youth-friendly services

Step 1: Purpose of the research

To formulate recommendations to increase the uptake of services by young people.

Step 2: Topics

Adolescent priority sexuality issues = needs.
 Youth-friendly services = demand, awareness, access, quality, organizational support.

Step 3: Identification of influencing factors – use the table below

	BARRIERS	ENABLING FACTORS
SEXUAL WELLBEING (= NEEDS)		
DEMAND		
AWARENESS		
ACCESS		
QUALITY		
ORGANIZATIONAL SUPPORT		

Step 4: Decide on central research question

What do young people need and what do they want from SRH services in order to match their sexual realities and needs, and enable them to enjoy sexual wellbeing?

Step 5: Formulate sub questions

- **What are the priority sexuality issues: need and demand**
 - ① *What kind of services do young people need?*
 - ② *What kind of services do young people want?*
 - ③ *What kind of services are offered to them?*

- **What are the major barriers (and enabling factors) to youth-friendly services: awareness, access and quality**
 - ① *Are adolescents aware that there are youth-friendly services available to them where they can go with their SRH issues?*
 - ② *Are the youth-friendly services effectively attracting adolescents to come to their static services or actively reaching adolescents by offering mobile/outreach services?*
 - ③ *Are youth-friendly services considered to be acceptable and affordable by adolescents?*
 - ④ *Do the youth-friendly services have welcoming, non-judgmental, non-discriminatory, motivated and skilled staff?*
 - ⑤ *Do the service providers have an adequate supportive organizational and management system in order for them to deliver good quality services?*

Steps 6 and 7: For an example of interview guidelines, see the appendices.

Session 6: Formulating and practising your introduction

OVERVIEW

In order to finish the interview guide and to prepare the trainees for fieldwork practice, it is important that they can properly introduce themselves and the research purpose. This session helps you to formulate the introduction with the trainees and to practise the introduction part. Practising helps the trainees to become more confident and create the right environment to start the FGD or interview. It also helps them to internalize what the research is about and to maintain focus during the data collection.

✓ OBJECTIVES

- To formulate an introduction
- Learn how to ask informed consent
- Learn how to begin an interview
- Practise the introduction amongst each other
- *Optional: to develop an informed consent form*

🕒 SESSION TIME

60–120 minutes

🔧 PREPARATION

Flipchart with the purpose of the research and central research question

INSTRUCTIONS

1. Ask the trainees how they would begin an interview. Go through the aspects that need to be included in the introduction (see Box 8).
2. Explain about the rights of the informant. Repeat or explain about informed consent and confidentiality.
3. If you have prepared introduction and interview guidelines, go through the introduction part with the interviewees. If not, go directly to step 4.
4. Practise introductions through role play: Ask for a volunteer to be the informant (no preparation is necessary). If you have a prepared an introduction, invite a trainee to practise the introduction with the volunteer (trying to look as little as possible at the paper). You can also split the group up so that the trainees can practise amongst themselves. If you do not have a prepared introduction, invite the trainees to show how they would start an interview and try out in the role play. In plenary, discuss how to best explain about the research and which questions are good to start with.
5. Formulate the introduction in Box 8 and write this down (or adapt an existing introduction if applicable). You can later use these notes to work out an informed consent protocol and add the introduction to your interview guidelines.

☀️ KEY TERMS

Anonymity: ensuring that no one will be able to find out who the person was that provided this particular information.

Confidentiality: ensuring that the personal information that the informant provides will not be shared with others if the informant does not want to, or that the information will be shared, but the informant be kept anonymous, so that no one can relate the personal information to this particular informant.

Consent: permission that the informant gives to ask him/her questions and to use this information for the research/ M&E, but this permission needs to be based on informed choice. So the informant needs to know what he or she is giving permission to. That is why we call it 'informed consent' and why explaining the research purpose is so important.

BOX 8: The introduction

In the introduction you will have to:

- Explain who you are and which organization you are with (show a card or badge if applicable)
- Explain the purpose of the research: what the research is about and why it is being conducted
- Explain why you need this person to help you and how you are going to use the information given by him/her
- Explain to the informant about his/her rights:
 - > That you guarantee anonymity and confidentiality
 - > That the informant can withdraw his/her participation in the research at any point during the interview or research process and without having to give an explanation
- Ask if the informant has any questions before you start
- Ask if he/she wants to participate in the research. This is called asking for **'informed consent'**
- If you are using signed informed consent papers, this is the moment to ask the informant to read the consent form and sign it.

BOX 9: Examples of 'easy' questions to start with

- Questions related to age, profession, schooling, free time, background
- Have you ever heard of my organization?
- Questions related to marital status/being single or having a boyfriend/girlfriend
- Do you ever talk with your friends about ... (one of the research topics, e.g. relationships, dating, sexually transmitted infections, unwanted pregnancy)

Building block III

Data collection

The sessions in this building block build young people's qualitative research skills for the collection of data. We suggest you spread out these sessions over a couple of days and to insert sufficient exercise and fieldwork practice sessions.

BUILDING BLOCK III: SESSIONS AND TIMES

SESSION	TITLE	TIME
7	Introduction to research methodology	40 minutes
8	Interview techniques	165 minutes
	<ul style="list-style-type: none"> ■ Building rapport and creating a conducive environment ■ Exercise: interviewing the research trainer ■ Tips and tricks for interviewing ■ Entry points and probing 	40 minutes 60 minutes 20 minutes 45 minutes
9	Note taking and steps to take after each interview	60 minutes
10	Conducting an FGD	120 minutes + ½ day
	<ul style="list-style-type: none"> ■ Conducting and managing an FGD ■ Preparing an FGD ■ Practising an FGD in the field 	30 minutes 90 minutes ½ day

OBJECTIVES

- To learn about different research methods and their advantages and disadvantages
- To gain interviewing techniques:
 - > To learn how to build rapport
 - > To learn when and how to use open-ended and closed-ended questions
 - > To recognise entry points during qualitative data collection
 - > To learn how to formulating probing questions and practice probing techniques
- To learn how to prepare an interview or FGD
- To practise conducting an interview
- To learn and practise data recording (note taking)

Session 7: Introduction to research methodology

✓ OBJECTIVE

- To learn about different research methods and their advantages and disadvantages

🕒 SESSION TIME

40 minute

🔧 PREPARATION

Flipchart with a definition of research. Handouts with explanation of the pros and cons of different research methods.

☀️ KEY TERMS

Data is the information that helps you to find an answer to your question

The data source is the source that provides you with the data.

If this source is a person, this person is called an **informant**.

The process that leads to answering your research question is called **data analysis**.

INSTRUCTIONS

1. Repeat the definition of research (see Box 10) and explain the following terms: data collection method, data, informant and data analysis.
2. Explain the importance of having a clear research question (see Box 11).
3. Refresh the participant's knowledge by going through your main research question and sub questions again.
4. Now brainstorm ways to collect data to answer your research questions (see Box 12).
5. Explain the difference between qualitative and quantitative methods and the pros and cons of different methods (see Box 13 and 14) in terms of:
 - Type of data (in-depth/general)
 - Generalizability
 - Validity (true experience or norm)
 - Necessary researcher skills (amount of rapport, level of analysis)
 - Time and resources

BOX 10: Research can be defined as:

- a study or investigation with the aim of finding new information or reach a new understanding about a certain topic.
- an organized and systematic way of finding answers to questions.

An '**organized and systematic way**' means using data collection methods.

BOX 11: Importance of a central research question

In order to find answers, you first need a clear and focused research question. This is always the first step in every research. The formulation of a research question will help you:

- to focus the data collection (narrowing it down to the essentials)
- to avoid collection of data that are not strictly necessary for understanding and solving the problem you have identified
- to plan and organize the data collection in clearly defined parts or phases

BOX 12: Ways to collect data

What methods can you think of that you can use to find answers to our research questions? Examples of methods are:

- Interviews
- Group interviews: FGD
- Participant observation
- Questionnaires
- Literature study, service statistics
- Case study
- Role play (e.g. on treatment by service provider)
- Drawing
- Essay/diary
- Documentary/pictures

BOX 13: Pros and cons of quantitative and qualitative data/research

METHOD	DESCRIPTION	PROS	CONS
QUANTITATIVE DATA	Information expressed in terms of measurable numeric values. Examples are data from surveys or information that is expressed through attaching a certain value to something (e.g. on a scale from 0–10) so that it can be counted. Quantitative data is useful if you want to know how general or common something is, or when you want to know about the frequency of a certain phenomenon. i.e. how many.	<ul style="list-style-type: none"> ✓ Does not matter too much who conducts the research as it does not depend on researcher's skills. ✓ Gives you a good overview of things that count for a big group of people. 	<ul style="list-style-type: none"> ✗ Not in-depth, no opportunity to ask for explanations and if topic is sensitive (e.g. sexual behaviour) then there is a high chance that respondents write down something different than their actual behaviour or opinions.
QUANTITATIVE RESEARCH	To collect quantitative data, you have to ask closed-ended questions , so the answers can be categorized and counted. Questionnaires and services statistics are examples of quantitative research.		
QUALITATIVE DATA	Information in the form of descriptions that cannot be written in numbers. Examples are stories about feelings, meanings, experiences, attitudes and beliefs. Qualitative data is gathered with the aim to understand something, like (sexual) behaviour and the reasons why and how something happens.	<ul style="list-style-type: none"> ✓ Detailed information that help you to understand something. ✓ If it is carried out well, the information is more trustworthy compared to quantitative data and therefore these methods are better to use for sensitive themes like sexuality. 	<ul style="list-style-type: none"> ✗ More difficult to carry out well, because you need good researcher skills. ✗ The kind of data collected depends on what questions researcher asks and how s/he asks the questions, on the setting and whether s/he has rapport with the informant, etc. ✗ Data is collected with less informants and therefore less representative for the bigger group.
QUALITATIVE RESEARCH	To collect qualitative data, you have to ask open-ended questions , like questions that start with why and how. Interviews and FGD's are examples of qualitative research, but also case-studies, essays, diaries, films/ documentaries, etc. Data can also be collected through observations, if that helps the researcher to understand something better.		

BOX 14: Pros and cons of different research methods

METHOD	EXAMPLES	PROS	CONS
QUESTIONNAIRE/ SURVEY		<ul style="list-style-type: none"> ✓ Large scale, generalizable, can examine correlations (if one variable has a relationship with another) ✓ Seen as more scientific/objective (results the same no matter who conducts the data collection) ✓ Measurable numeric values, so can be counted 	<ul style="list-style-type: none"> ✗ Desirability bias, only literate informants, need to know if everyone understands the question the same way. ✗ Cannot investigate in-depth (reasons, explanations, meanings)
SECONDARY DATA	<ul style="list-style-type: none"> ■ Reports, texts, statistics, literature 	<ul style="list-style-type: none"> ✓ Already available ✓ Desk work 	<ul style="list-style-type: none"> ✗ Might not be exactly the data you require ✗ Data may be biased or not reliable ✗ Sometimes too much work
PARTICIPANT OBSERVATION	<ul style="list-style-type: none"> ■ Interaction of men and women in a pub ■ Teaching sexuality education in a school ■ Service providers responding to young unmarried clients in a clinic 	<ul style="list-style-type: none"> ✓ Direct observation of behaviour in natural setting (no reasoning/justification by informant) ✓ Researcher is 'undercover' ✓ Better able to include factors you might not have thought of beforehand 	<ul style="list-style-type: none"> ✗ Time-consuming, much work to transcribe and analyse notes ✗ Ethical questions might arise as informants are not informed/have not given their consent
INTERVIEW	<ul style="list-style-type: none"> ■ Data in form of description of feelings, meanings, attitudes, reasons, e.g. <ul style="list-style-type: none"> > stories of change > exit interviews > consult/counselling 	<ul style="list-style-type: none"> ✓ Personal! Allows for in-depth studying of why and how, for understanding what is at stake for the person studied instead of what is at stake for the NGO/donor. ✓ Good method to assess impact, whether your activity or intervention has changed anything and on which levels ✓ Good for illustrating other (quantitative) data ✓ Good for assessing behaviour that is not conforming to the norm 	<ul style="list-style-type: none"> ✗ Rapport and trust needed ✗ Time-consuming ✗ Researcher bias (researcher 'colours' the data) – data depends on skills and rapport of researcher, and on setting/location
FOCUS GROUP DISCUSSION (FGD)	<ul style="list-style-type: none"> ■ Asking opinions from women about male behaviour in all-female group ■ Debates, e.g. between boys and girls on responsibility/ condom use 	<ul style="list-style-type: none"> ✓ Sometimes easier to talk 'as a group' than as an individual (group safety, group agency) ✓ Good for assessing norms, what is expected and how it is judged ✓ Good for checking inconsistencies and contradictions ✓ Good for checking if something is valid for bigger group 	<ul style="list-style-type: none"> ✗ Because of the group setting, less assertive people conform to the opinion of 'leaders' in the group. Therefore normative data ✗ Composition and setting of group can influence the data you collect, you should reflect on this

BOX 14: Pros and cons of different research methods

METHOD	EXAMPLES	PROS	CONS
CASE STUDY	<p>To understand:</p> <ul style="list-style-type: none"> ■ why someone becomes a sex worker, addicted to drugs, engages in multiple relationships ■ how sexual violence comes into existence, what contexts facilitate this ■ how courtship/partner selection works (for example in relation to negotiation of condoms) 	<ul style="list-style-type: none"> ✓ Can focus on one case ✓ Gain in-depth understanding of complex issues ✓ The personal story can be more appealing than statistics. Illustration/ explanation of other data 	<ul style="list-style-type: none"> ✗ Limited applicability to other situations/people ✗ Time-consuming, much work to transcribe and analyse notes
ROLE-PLAY	<ul style="list-style-type: none"> ■ Courtship 'temptations', reasons to engage in sex ■ Reasons to drop out of school ■ Can role play parents, peers, partners 	<ul style="list-style-type: none"> ✓ Projective method: not necessarily revealing personal experiences, therefore useful for collecting information on sensitive issues ✓ Good way to show complexity and what happens in social interactions. Yet also consensus of group that it works this way ✓ Can be a tool for advocacy/ awareness-raising 	<ul style="list-style-type: none"> ✗ Difficult to analyse, best way is to record on film and literally transcribe ✗ Sometimes exaggerations ✗ Some people may be too shy to perform/act
ESSAYS/DIARIES	<ul style="list-style-type: none"> ■ 'Sex' diaries ■ Essays on personal stories, experiences 	<ul style="list-style-type: none"> ✓ Good for collecting very personal information, for instance on sexual practices/condom use/first-time sex/sexual violence or harassment/gender inequality 	<ul style="list-style-type: none"> ✗ Difficult to analyse ✗ Not always reliable as information might be biased through desirability or shame ✗ A lot of work for informant
PICTURES/FILM	<ul style="list-style-type: none"> ■ As part of case study and/or participant observation ■ As data recording tool during interviews, FGDs 	<ul style="list-style-type: none"> ✓ Gives impression, personalizes, can show feelings/emotions, reach wider audience ✓ Good as an advocacy tool ✓ Play back to fill in memory gaps, to allow second opinion on interpretation ✓ Encourages others to discuss issue ✓ Literal transcription, so less researcher bias 	<ul style="list-style-type: none"> ✗ Multi- interpretable. ✗ Much work to transcribe, code and analyse the data ✗ 'Overacting', exaggerations or shyness because of camera ✗ Not anonymous
DRAWINGS/MAPPING	<ul style="list-style-type: none"> ■ Mapping 'unsafe' places (e.g. in village) ■ Examining 'explanatory models' relating to the body, health and sickness 	<ul style="list-style-type: none"> ✓ Ice breaker for difficult topics, good entry point for discussion ✓ Useful for shy/young people 	<ul style="list-style-type: none"> ✗ Difficult to interpret/ analyse ✗ Has to be followed by an interview or discussion where the informant can explain the drawing or map

Session 8: Interview techniques

OBJECTIVES

- To learn how to establish good rapport and a conducive environment
- To practise interviewing and reflection on conduct and quality of data
- To learn when and how to use open-ended and closed-ended questions
- To recognize entry points during qualitative data collection
- To learn how to formulating probing questions and practise probing techniques

SESSION TIME

2 hours and 45 minutes

Building rapport and creating a conducive environment

TIME

40 minutes

INSTRUCTIONS

1. Explain to the trainees that during this research we will mainly make use of qualitative methods, in particular FGD and interviews. In the coming sessions we will learn and practise techniques (or tactics) that they can use for group or individual interviews.
2. Brainstorm what you need in order to collect truthful information from young people.
3. Explain about creating a conducive environment, building rapport and about confidentiality, anonymity and informed consent (see Box 15).

BOX 15: Ingredients necessary to collect truthful information

Building rapport

The word rapport refers to the degree to which a researcher and an informant relate to each other, experienced by the informant as feeling that the researcher understands him or her, that he or she can trust the researcher and that it feels like talking to a friend. There are several verbal and non-verbal communication skills that can increase the rapport that you can build with your informants. Here are some of the most important tips:

- **Don't judge! Stay neutral**
Do not volunteer your opinion unless it suits the interview purpose or unless the informant asks you for your opinion. Don't talk about yourself unless there is a good reason. Remember that in this role you are a researcher and not an educator, implementer or service provider!
- **No power disparity**
Treat the informant as the expert. He/she is the one who knows best about her/his life and experiences, even if he/she is younger, uneducated, etc. Make sure you show this respect so the informant feels you take her/him seriously. Dress appropriately, not too shabby but also not too 'superior'.

BOX 15: Continued

- **Listen**
A common mistake is to be thinking about the next question while the subject is answering the previous one, to the point that the interviewer
- misses some important information. This can give the informant the idea that you are not really interested or it may even lead to embarrassing situations.
- **Show genuine interest**
Even if this is the 20th interview and you get bored, show attention. Getting bored because you hear the same answers is good! It means saturation, it means the answer counts for many people and you can generalize it. It also means you should try to ask different questions.
- **Be ethical**
First do no harm. Do not involve the informant if this can have negative consequences for him/her. Do not lie. If someone asks for your help or advice and you cannot give it yourself, refer to a colleague or specialist. If you feel uncomfortable discussing something, you should indicate your boundaries, explain to the informant and discontinue the interview – or ask a colleague to take over. (see also Building block IV)
- **Don't interrupt**
This can upset the subject's train of thought and is not very respectful.
- **Be clear**
Ask questions clearly and use language and words that the informant uses him/herself and can understand. Also, if you are not sure you understand the informant or his/her answer, ask for clarification.
- **Use the correct tone of voice**
Ask gently, be friendly. Do not move from one question to the other, it might make the interview feel like an interrogation. It is good to allow for a few seconds of silence, so the informant can add anything if he/she wants.
- **Show empathy**
Often you will need to cover sensitive or distressing topics. Show some compassion for the subject without getting too emotional. You can do this by saying something like: "I can imagine this was hard for you". Ask for permission before asking difficult questions, for example: "Is it okay to talk about ...?" or "I can imagine it is difficult to talk about...".

After you have finished the interview, put your notebook or recorder away and have an informal chat. As well as being polite and leaving a good impression, you might be surprised at what additional information comes up when the subject thinks the interview is over and is more relaxed.

You will find out that all techniques boil down to the basic rule of having and showing 'respect' and being friendly to the person who is providing you with information.

Creating a conducive environment

In addition to your conduct (way of behaving), you can create a conducive environment for open and honest discussions, by:

- Creating a comfortable and private setting
- Guaranteeing confidentiality and anonymity
- Introducing yourself properly and explaining the research purpose clearly
- Explaining the informants right to withdraw at any time
- Asking permission from the informant to interview him/her (informed consent)

Doing these things is part of your ethical conduct and crucial to your tasks and responsibilities as a researcher. More on this will follow in Building block IV.

Exercise: Interviewing the research trainer



TIME

60 minutes



PREPARATION

Prepare for your role as informant or prepare the volunteer for his/her role as informant. For this exercise it is good to sit in a circle, as trainees will take turns interviewing

INSTRUCTIONS

1. Introduce the this exercise.
2. Explain to the participants that they will be taking turns in interviewing the trainer (yourself or another volunteer). Their objective: **to find out if the informant can negotiate about condom use with his/her current and previous partners and which factors enabled this or made this more difficult (or any other objective you find suitable for the exercise)**. Explain that you/ the volunteer is playing a role and is not necessarily talking about his/her own experiences. Emphasize this is a learning exercise and the more mistakes are being made, the better you can explain how to do it well.
3. Give the trainees some time to individually prepare some questions they would like to ask.
4. The trainees will take turns in asking questions to the informant. You will indicate when someone will be taking over and for how long. The trainees can volunteer if they want to take over, or they can be nominated by you.
5. The interview will be paused at times for reflection on verbal and non-verbal aspects of the interviewer posing the questions. Have the participants comment on each others interviewing techniques. All basic elements of interview techniques should pass and are written on the flip chart. Also reflect on the kind of questions they asked and how relevant they were in getting information that answers the objective.
6. You can also use this session to practise a good introduction, note taking, and asking relevant questions and probing. You can conduct this interview exercise on different days and continue from where you stopped last time.
7. Point out that they are obtaining and not giving information. Especially when the trainees have worked as peer educators, they will make the mistake of telling the informant how he/she should behave (e.g. why it is important to use condoms). Point out to the trainees that this can be experienced as judgmental, and that they are researchers, not educators.



TIP

We made use of hats which had the letter 'R' (researcher) printed on the front and the letter 'P' (peer educator) on the back. Every time a trainee took on the role of a peer educator, i.e. giving information rather than obtaining information, we asked him or her to turn the hat so the letter 'P' was visible. This made the participant more conscious of their role as researchers rather than peer educators.

Tips and tricks for interviewing

INSTRUCTIONS



TIME

20 minutes

1. Explain there are a few tactics that researchers can use during an interview to get good information:
 - Make use of what you and the informant (s) have in common
 - Summarize the main points
 - Avoid leading questions, ask open and not closed questions
2. When explaining about closed-ended and open-ended questions, you can make use of the examples in Box 16 and let the trainees formulate 'open questions' for the given examples of 'closed questions'. You could also substitute the questions in the box by examples you heard during the exercise, to make the examples more powerful.
3. Explain the points (see Box 16) in a session, or when they are appropriate during feedback in a practice or exercise session (when someone gives a good example, or when the 'trick' would have been very useful).

BOX 16: Tips for interviewing

Make use of what you have in common

Like you, the informant is young and will share at least part of the same peer culture. Make use of this, by using the same words or language as your informant – greet him/her as you would with a good friend. Use words that make you feel alike, that show you are on the same line, such as: "For us as young people, we ...", "I see with my friends that ... is this the same for you?", "Please don't be shy, I am a young person, just like you". If you feel comfortable you could even use personal examples as a way to invite your informant to also share personal stories, i.e. "My parents would be upset if they saw me with a boyfriend, how about you?"

Summarize the main points

It can help you and the informant to sometimes summarize the main points of what the informant has told you. It helps you to check if you understood correctly, but it is also a way to invite the informant to tell you more. You can say: "So if I understood you correctly ...". Or you can repeat what s/he has just said (not too often). Then just pause and you will notice that the informant will add information automatically.

Leading questions

A leading question is a question that subtly prompts the respondent to answer in a particular way. Leading questions mirror what you want to hear and therefore the answers you get are more prone to be biased (not representing the truth).

Example: In an experiment people were asked a series of questions after watching a car accident film; one group was asked how fast the cars were going when they 'smashed' into each other; another group was asked how fast the cars were going when they 'hit' each other; the last group was asked how fast the cars were going when they 'contacted' each other. The researchers found that the first group estimated 60 km an hour, the second group estimated 50 km an hour and the last group 30 km an hour. So, just changing the language influenced how fast people thought the cars were moving. When they were asked whether they 'saw' the broken headlight; people were three times more likely to respond yes than when they were asked whether they 'was' a broken headlight. In fact there was no broken headlight! This leading question altered their memory and caused them to recall something that didn't even happen.

You cannot always avoid leading questions, but it is good to be aware of the effect they may have and to at least think about it when you prepare your questions and write them down. Leading questions are often closed-ended; try to ask open-ended questions (see Box 17).

BOX 17: Closed-ended and open-ended questions

Another important tip for conducting a good interview is to make use of open-ended questions instead of closed-ended questions. A closed-ended question can only be answered with yes or no, or another short or single-worded answer. **Examples of closed-ended questions are: "Have you been to a clinic?" "Did you like it?"**

Closed-ended questions are tricky in the sense that they have a tendency to be leading (in the example question above, you suggest they should have liked it). Open-ended questions on the other hand, are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. They tend to be more objective and less leading than closed-ended questions. Instead of asking, did you like it, you could **use an open-ended question like, "How was your visit to the clinic?"**

Using open questions

Open questions generally begin with "why", "what", or "how". Open question can get a person to open up. They are good for getting all kinds of free information you did not ask for. Once a person opens up they you will be able to use that information to your advantage.

Open questions are intended to make people talk, but they cannot guarantee that. For example you could ask someone "What did they do yesterday?" and they could answer "Oh nothing really". This is an important point to make regarding communication and negotiation skills in general. People do not always react the way you want them to, so you should always be prepared to use different communication skills and be quick on your feet (spontaneous and thinking ahead).

Using closed questions

Closed questions are useful for drawing a conversation to a close. You can use closed questions to narrow the focus of a conversation, and eventually steer that person into making a conclusion or definite commitment. Closed question are also useful to fish for interesting topics, or to find out which topics the respondent is more willing to talk about.

CLOSED-ENDED QUESTION	OPEN-ENDED QUESTION
Did you go to the supermarket yesterday?	What did you do yesterday?
Is the service provider friendly?	Can you tell me about your visit to the clinic/ service?
Should sex before marriage be allowed?	What do you think about sex before marriage?
Was the research training good?	How was the research training? What did you think of the training?

Entry points and probing

INSTRUCTIONS

1. Explain the definition of entry points and the definition of probing (see Box 18).
2. Give some verbal examples you noticed during the interview exercise, or illustrate with some other examples.
3. **Exercise: Finding entry points and formulating probing questions**
Hand out the printed transcripts and ask the participants to identify entry points in the text or example and to formulate probing questions that could follow the identified entry points.
4. Discuss plenary what entry points were identified and which probing questions are good ones.
5. If you like, you could organise an ad hoc role-play to try out the probing questions.



TIME

45 minutes



PREPARATION

Copies of a printed transcript of an interview (part of a practice interview) or of another example interview (you could use one on page 32). Flipchart with the definitions of entry points and probing

BOX 18: Entry points and probing questions

Entry points

Answers, remarks or information that the informant is giving you that provide you with an opportunity to ask more 'in-depth' questions, to find out more.

The good thing about entry points is that you do not have to introduce a topic or question, but that you make use of something the informant has said. An entry point is inviting you to ask more personal questions. Entry points can be followed by probing questions.

Probing questions

Questions about motivation, opinion, reasons, believes, feelings – often they are 'why' questions.

Probing questions help you to get in-depth information. Often you can ask more than one probing question after one entry point, or you can ask the same probing question but in different ways. For example: "Why/how?", "Can you explain?", "How does that work?", "Can you give an example?" "How does that make you feel?", "What is your experience with this?", "What do you think of this?"

Sometimes you can repeat an informant's sentence in a questioning manner instead of asking a 'why' question. For example: "You said you think he does not want to use condoms?"

EXAMPLE TRANSCRIPTION: Identifying entry-points and formulating probing questions

The following is a literal transcription of part of a focus group discussion with secondary school students (the FGD can be seen as an interview with more than one informant).

See if you can find the entry points and formulate probing questions that help you to get in-depth information that is relevant for your question or indicator. In this case: (What is) the effect of peer education sessions.

- Researcher: I want to ask you about peer education sessions. If a boy teases a girl, can she ask for help?
- Girl 1: The girl can maybe not complain, because they may not believe her.
- Girl 2: The girl should not tell her parents.
- Girl 3: She should tell the boy first. If this does not help, she tells the parents.
- Boys: Yes, yes.
- Researcher: Do you share what you learn in the peer education session with others?
- Girl: I will share but I decide what to share and what not to share, to keep my friendship.
- Researcher: Are there issues in the peer education session that you use in your life?
- Boy 1: We might have gone to bad tracks.
- Boy 2: We boys smoke etc. – we learn and we quit. We learn to quit bad things. There was no power to decide, now we know. Now the path is shown and we will decide.
- Boy 1: We try to follow, but not always.

In this part, the entry points have been made **bold**, and probing questions have been added in *italics*.

- Researcher: I want to ask you about peer education sessions. If a boy teases a girl, can she ask for help?
- Girl 1: The girl can maybe not complain, **because they may not believe her**.
- Girl 2: The girl should **not tell her parents**.
- Girl 3: She should **tell the boy first**. If this does not help, she tells the parents.
- Boys: Yes, yes.
- Probing Q ► *Why would they not believe her? What would happen if she complains? Why should she not tell her parents? What would happen if she did? Why should she tell the boy first? How would he react? Do others think the same? Does this count for all/most girls? How does that make you feel? (ask boys and girls and learn about gender inequity and attitudes!)*
- Researcher: Do you share what you learn in the peer education session with others?
- Girl: I will share but I decide what to share and what not to share, **to keep my friendship**.
- Probing Q ► *Why would sharing what you learn in the peer education sessions affect your friendship? What particular information would be difficult to share? Did you try this/ do you have experience with losing a friendship because of this? Does this also count for boys?*
- Researcher: Are there issues in the peer education session that you use in your life?
- Boy 1: We might have **gone to bad tracks**.
- Boy 2: We boys smoke etc. – we learn and we quit. We learn to quit bad things. There was **no power to decide**, now we know. Now the path is shown and we will decide.
- Boy 1: We try to follow, **but not always**.
- Probing Q ► *What do you mean by bad tracks? Can you give other examples than smoking? How does the peer education session give you power to decide? What path is shown? When is it difficult to follow? Can you explain?*

Session 9: Note taking and steps to take after interviews

OVERVIEW

When working with young people who are inexperienced with data collection and interpretation, it is important that they record the data carefully. The young people will automatically interpret the data from their own frame of reference. This is good, but often you will also have to interpret the data yourself, from a more professional researcher's and public health perspective and in order to guide and train the young people in data analysis/interpretation. If you are not or cannot work with voice recorders (that can later be literally transcribed), it is important that the trainees learn how to take notes and how to work these out. It is good to practise this session during an interview exercise and before the fieldwork practice.

OBJECTIVES

- To learn how to take notes
- To learn which steps to take after finishing an interview

SESSION TIME

60 minutes

PREPARATION

Notebooks for participants to take notes

INSTRUCTIONS

1. During an interview exercise, ask the trainees to take notes.
2. After 10 minutes, have a break in the interview and take a look at the trainees notes. See who has written down the most and who has most accurately written down what was said.
3. Use this as an example of detailed note taking. Explain why it is important to be as precise as possible. Illustrate through taking a less detailed recording and how this can be interpreted in multiple ways, compared to the more detailed note taking.
4. Give additional tips on note taking, so that they learn to indicate disruptions in the interview and relevant non-verbal communication (i.e. laughter, hesitation, shyness, etc.).
5. If time allows, practise again.
6. Explain the steps you have to take after each interview. You will come back to these steps in the sessions on data analysis (see Building block IV).

STEPS TO TAKE AFTER EACH INTERVIEW

1. Work out your notes immediately or as soon as possible
2. At the end of your transcript:
 - summarize the main questions and the main answers
 - summarize your main impressions
3. Write down your own ideas and thoughts (e.g. what struck you, new information, insights and questions that pop up)
4. Note how the interview went and your impression of the 'trustworthiness' of the informant

Session 10: Conducting an FGD: Field practice

OBJECTIVES

- To learn how to organize and manage an FGD
- To learn how to prepare an FGD
- To formulate the main objective of the FGD
- To formulate questions informing the main objective
- To practise an FGD

SESSION TIME

120 minutes + ½ day for fieldwork practice

PREPARATION

Handouts on the preparation of an FGD and division of tasks (see page 37). Prepared flipcharts with the steps on how to prepare an FGD (see Box 20)

OVERVIEW

The fieldwork practice is a crucial aspect of the training and should always be included. The practice will provide data that can be used to train critical reflection and data analysis. Preferably, the practice and presentation of main findings (see Session 14) should follow each other closely. The preparation session is nice to hold at the end of the day, with the practice session the next morning. This allows the trainees to continue preparations in the evening, if they wish.

The FGD itself should take no longer than 90 minutes, but getting to the field could take longer. We normally use the morning for the fieldwork practice and the afternoon for the preparation of the presentations, which can continue the next day.

Make sure you have logistics organized and enough groups of informants for the practice. Each group should consist of about 15 people and will be interviewed by a team of trainees (the size depends on the number of trainees: about 4–8 trainees per FGD group). The informants have to be instructed beforehand about the purpose of the exercise and that it is an exercise, though the information they give will be used for the research.

Conducting and managing an FGD

TIME

30 minutes

INSTRUCTIONS

1. Explain the similarities and differences between an interview and an FGD (see Box 19).
2. Explain the specific challenges of an FGD and how to manage these (see Box 20).

BOX 19: Similarities and differences between an interview and an FGD

Many of the tips and suggestions that were offered for conducting a good interview also count for conducting a good focus group discussion. In a way, a focus group discussion is like having an interview, but with more than one informant. However, there are some differences. The main difference between an FGD and an interview is that you have to work with a group instead of an individual. As a consequence:

- You can ask less questions and less personal ones. FGDs are often organized to get information on opinions, norms or attitudes, or to verify insights you gained from interviews
- Logistically, the preparation of an FGD takes more effort than that of an interview. You have to arrange a date that all the participants are available on and a place that all the participants can reach. The place needs to be free of distractions. Sometimes you have to offer the participants compensation for their time or transportation costs. Therefore FGDs are frequently more costly than interviews.

BOX 19: Continued

- Working with a group can lead to chaos if everybody wants to speak at the same time. Or sometimes people are shy to speak up in a group or get upset if they don't get a chance to speak. Therefore, the researcher conducting the FGD (often called the facilitator), has to pay attention to group processes and manage these.

BOX 20: Managing an FGD

Some important group management aspects:

Talking one by one

- Manage 'the talker' and 'the silent one'
- Time management
- Keep the group focused and provide structure
- Setting

👍 Tips for managing the team

Because you are working with a group, you might be conducting the FGD with a colleague or with a team. This team needs to be managed as well, at the same time as the focus group. It helps if:

- You have made a clear division of tasks so that everyone has a clear role
- There are no conflicting messages between you and others from the team
- There are no internal discussions
- You have made good preparations and clear objectives

Preparing an FGD

INSTRUCTIONS

1. Explain that you are going to the field to practise an FGD and to collect data that helps to answer the research question.
2. Explain that the trainees will work as teams and that each team will get a group of x number of informants, and information on the background of these informants (e.g. that they are beneficiaries of the project) and the research location.
3. Explain about the different roles and tasks of the team members and why they are necessary (see Box 22). If the teams are big enough, tell them they can appoint two facilitators and more than one observer/evaluator. If the teams are small, those observing/taking notes can also do the evaluation.
4. Instruct the trainees on how to prepare an FGD. Suggest a main research question or guide them in making a choice.
5. Divide the trainees into teams. The teams should divide the roles between them and prepare the questions for the FGD. They can use the handout to guide them. Instruct them to use the introduction they used in the training.



90 minutes or more

BOX 21: Steps for preparing an FGD

1. Identify the major objective of the FGD: what do they want to find out?
2. Identify the main themes/topics (which will later be used for labelling)
3. Prepare relevant questions, based on the themes, to guide the FGD
4. Prepare the 'introduction'
5. Divide the tasks

BOX 22: Division of tasks and responsibilities

Facilitator(s): person(s) who will ask the questions

Data recorder: person who will make notes on the contents

Observers: persons who will make notes on the 'form' (process):

- Observe non-verbal communication
- Did participants openly share?
- Were they at ease?
- What barriers can be observed?
- What topics or questions were more difficult?
- What makes them feel at ease?

Evaluators: person(s) who will shortly interview FGD participants after ending the FGD on their opinion of the discussion, using the following questions:

- What did you think of the FGD?
- Did you feel comfortable/free to share your opinion?
- Did you understand the reason for this FGD?

Practising an FGD in the field



TIME

½ day



PREPARATION

See the 'overview' for this session. Make sure informants and logistics are arranged ahead of time

INSTRUCTIONS

1. Join one of the teams. Sit at the back so you are not disrupting the process.
2. Take your own notes on content and process. These will serve as a reference point for when the teams are presenting their findings.
3. If there is more than one FGD happening at the same time, see if you can get an assistant (preferably one with research experience) to take notes at the other FGDs. Use these notes to prepare your own analysis for reference during the presentations.

HANDOUT: Preparation for conducting an FGD in the field**Main research question**

Major objective of the FGD: what do we want to find out?

Relevant topics**Sub-questions****Division of tasks****Facilitator(s)**

Person(s) who will ask the questions

Data recorder

Person who will make notes on the contents

Observers

Persons who will make notes on the 'form' (process)

Questions to ask during observation of the FGDs

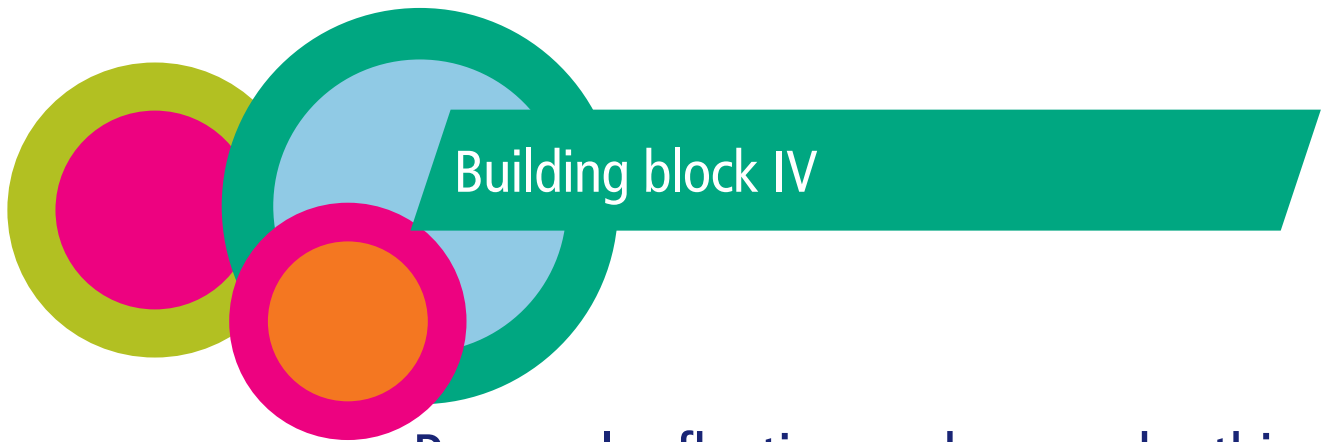
- Do participants openly share?
- Are they at ease?
- What barriers can be observed?
- What topics or questions are more difficult to discuss?
- What makes them feel at ease?

Evaluator(s)

Person(s) who will shortly interview two or three random FGD participants after the FGD on their opinion of the discussion

Questions to ask during evaluation of the FGDs

- What did you think of the FGD?
- Did you feel comfortable/free to share your opinion?
- Did you understand the reason for this FGD?



Building block IV

Personal reflection and research ethics

✓ OBJECTIVES

- To discover personal values relating to sex and sexuality
- To gain knowledge about research ethics
- To be able to critically reflect on ethics and own values
- To adopt a correct ethical conduct during the research

Involving young people as researchers in studies about young people's sexuality can be potentially unethical, if these young people are not properly trained on research ethics, and if support and referral systems are not in place during the research. This can be harmful for the informant, but also for the young researcher and the organisation. In addition, lack of 'rapport' and informed consent will negatively impact on the quality of the data.

Therefore it is good to prepare the young researchers for potential dilemmas they might come to face during the research and discuss ways how to deal with these. It is also important to teach them to reflect on their own influence and responsibilities as a researcher, to prevent harm to the informants, yourself and your organisation. We suggest having the trainees pledge a vow during the certificate ceremony. It is a powerful way to emphasise for the young people that their tasks and responsibilities as researchers are serious and that there are consequences if they do not take their conduct serious. It also serves as an 'initiation ceremony' and makes the young people feel professional and motivated.

The sessions in this building block help to equip the young people with skills to conduct the research ethically and provide guidelines and protocols that can be followed or adapted for your own situation. In addition, you as the research trainer and coordinator have an important task to support and guide the young people in this respect, as explained in Building block II of this toolkit.

BUILDING BLOCK IV: SESSIONS AND TIMES

SESSION	TITLE	TIME
11	Game: Exploring boundaries and values	60 minutes
12	Research ethics, what does this mean?	30 minutes
13	Ethical cases, protocols and procedures	45 minutes

Session 11: Game: Exploring boundaries and values

OBJECTIVES

- To explore how people react when asked certain questions, in order to understand how to best conduct interview questions.
- To explore one's own boundaries when talking about sex
- To explore the manner in which certain questions make you feel or react
- To explore the manner in which different situations (talking to the opposite sex, talking to a group) make you feel or react
- To think about the factors that could make respondents comfortable or uncomfortable during an interview.

SESSION TIME

60 minutes

PREPARATION

50–70 cards with personal questions relating to sexuality (see page 41 for examples or use the Rutgers WPF carousel game).
Stop watch

INSTRUCTIONS

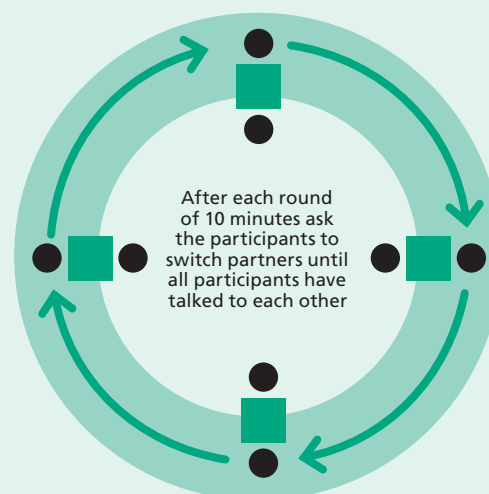
1. Explain the goals/objectives of the game. Explain how it will be played (see Box 23). Explain guidelines for answering questions and conditions to make the exercise successful (see Box 24).
2. Play the game.
3. Hold a plenary discussion to reflect on recognizing and respecting one's own and other people's boundaries. Ask the participants what they thought of the game, what did they like, what did they dislike? Go through the following questions, ask the participants to reflect on their feelings and values:

- ① *How did people react when asked certain questions?*
- ② *Which topics were more difficult/easy to talk about? Why?*
- ③ *Why do you think this person or yourself reacted in this way? (Explore the issue of asking questions to/by the opposite gender)*
- ④ *How did it feel to ask people certain questions? (Which ones were difficult to ask?)*
- ⑤ *Why do you think this was difficult?*
- ⑥ *What does this show about your own boundaries when talking about sexuality?*
- ⑦ *Is it good/bad to have these boundaries?*
- ⑧ *How did you indicate your boundaries? How did your informant indicate those boundaries?*
- ⑨ *Would your informants' reaction to certain questions have been different if they were asked in a different way or if in a different situation?*

Emphasize the importance of recognizing and respecting boundaries.

BOX 23: Instructions for playing the game

- Depending on the size of the group, take one chair for each participant and place the chairs in pairs of two facing each other; make use of the whole room spreading out the pairs of chairs, so that one pair cannot hear what another pair is saying.
- Place the pairs in a large circle so that after each round of questions one participant can move to speak to a new participant. Do this until all participants have had a chance to talk to each other. Each round lasts 10 minutes; giving both the participants a chance to answer a question for five minutes.
- Once the participants are paired up, hand both of them one card with a question on it. Let each participant read the question silently and ask anyone who does not understand a question to raise their hand. If there is someone who has a question or doesn't understand his or her question then assist them first before starting the clock.
- Once there are no more questions, start the clock and give the first person a maximum of five minutes to answer the question. After five minutes, let the other person answer the question his or her partner has in their hand. If participants are ready before five minutes, encourage the other person to probe for more information (by asking how come? Why? etc.).
- After the ten minutes are up, switch the partners and start the process over again.

Bird's eye view of seating arrangement**Remember!**

- Participants need to trust each other
- Participants need to feel safe talking to each other about personal issues

BOX 24: Guidelines for answering questions

- The person being asked a question can determine whether or not to answer the question, as well as how they wish to answer it.
- Give people time to think about their questions. It is not necessary to discuss intimate sex details, but rather to understand the factors that make it comfortable or uncomfortable to talk about sex in an interview setting.
- Participants will be asked to focus on what they do or don't wish to talk about and why, they will also be asked to focus on what makes them comfortable and uncomfortable.
- If someone does not wish to answer a question then the interviewer will pick another card. Each pair decides how long they wish to talk about a subject

EXAMPLES: Questions for the cards

- Do you always have safe sex?
- Were you ever disappointed because you wanted to kiss and the other person went too far?
- Have you ever witnessed domestic violence? What happened?
- Did you ever keep your relationship a secret (e.g. from your parents or partner)? How did you feel about that?
- Have you ever had sex?
- Do you ever have sexual intercourse during menstruation?
- What do you think about sex before marriage?
- Have you ever had an STI? What did you do? How did you feel?
- Do you think your ideas about sex are different that your actual behaviour?
- Do you think sex is important? Why?
- How many sexual relationships can you handle at the same time?
- What criteria do you use to choose your partner?
- What do you dislike most about sex?
- What do you think is the perfect age to marry?
- Have you ever discussed your sexual experience with a health worker? How did you experience this?
- Did you ever feel (sexually) abused in a relationship?
- What does safe sex mean to you?
- What does free sex mean to you?
- What do you fear most about sex?
- Will you tell your children about masturbation? Why?
- Do you think you are sexy?
- Did you ever have sex with someone you did not like?
- What do you think about abortion?
- Are men who do the housekeeping less masculine?
- Is getting married for money an ok thing?
- When should a girl lose her virginity?
- When should a boy lose his virginity?
- Who is responsible for earning the money in the family, the man or the woman?
- Do you know of anyone that would have sex without being in a relationship?
- Would you have sex with someone without being in a relationship?
- Do you know of anyone that has sex with more than one partner?
- Did you ever have sex with more than one partner?
- Do you know anyone that has more than one partner?
- Did you ever have more than one partner?
- Were you in love with the first person you had sex with?
- What do you think: do most victims get raped by an unknown person or by a known person?
- Do you think boys have more need for sex than girls?
- At home, what do you call the female and male sexual organs?
- How do you know you are in love?
- Do you find it important that your parents approve of your partner? Why?
- Are boys raised differently to girls?
- What do you find romantic?
- Are you a romantic person?
- When a girl says 'no' does she mean 'yes'?
- Do you think sex before marriage should be allowed? Why?
- Do you think it's important to remain a virgin until you get married?
- What is sexual violence?
- What are the nice aspects about having a relationship with someone from a different culture? And what are the less positive things?
- What do you think about girls who carry condoms?
- What do you think about boys who carry condoms?
- What do you do if after having sex with your partner, you get an unwanted pregnancy?
- Who's responsibility is it to buy condoms, the boy or the girl, or both?
- Do you find it annoying to buy condoms?
- Do you think masturbation is normal?
- Is it ok to have sex during menstruation?
- Do you think it is normal to masturbate while you are in a relationship?
- Are you able to talk to your friends about your sexual fantasies?
- What changes occur in a girl during puberty?
- What changes occur in a boy during puberty?
- Do you ever feel lonely?
- Can you talk to your parents about sex?
- Can you talk to your parents about relationships?
- Do you think your parents have the same view as you on sex and relationships?
- Virginity is much more important for girls than for boys? Would you agree with this? Why?
- What do you think about arranged marriages?
- Do you think it is important to be in love with the person you have sex with?
- What do you think of the following statement: There are more problems in a relationship between two people from different cultures (religions) than between two people from the same culture.
- Would your parents accept you being with a partner from another culture or religion?
- Could you fall in love with someone from a different culture or religion?
- If you were to sleep with someone for the first time, would you prefer if it was that person's first time too?
- What do you do if you have a relationship with someone from a different culture, and your parents completely disagree with it?
- Do you think people should abstain before getting married?

Session 12: Research ethics, what does this mean?

SESSION TIME

45 minutes

PREPARATION

Handouts of ethical code of conduct and protocols (see appendices for examples)

INSTRUCTIONS

1. Ask the participants if they know the term 'ethics'. What do they think it means? Write down their answers.
2. Explain that ethics have to do with principles (or bring this up when principles are mentioned by the trainees); ask them to explain what principles are. Ask them for examples, principles they have themselves and if they can explain why they want to keep to these principles.
3. Explain how principles relate to ideas about good and bad and that guidelines for good and bad behaviour can often be found in religious texts. Ask the participants if they can think of examples of guidelines, rules or statements about what you should do and what you should not do (for example; Bible, Qur'an, human rights, laws of your country, client rights at youth-friendly services or in the hospital).
4. When using the example of client or patient rights, explain that when people are doing jobs in which they can harm other people, they often have ethical guidelines that they have to keep to. Explain the medical ethical principle of '*primum non nocere*' (first do no harm) and how this protects patients for instance from being subject to medical experiments. Similar ethical principles are used in professions where one can do harm to other people, like in law, but also research.
5. Ask participants if they can think of examples how their research could harm an informant. Write down the answers. Use the points in Box 24 to help the discussion.
6. Ask the participants to think about guidelines or rules you can follow, as a researcher, to prevent this from happening (informed consent and confidentiality will have to come up!).
7. Explain and go through the ethical principles and protocols (examples in attachment) of your research.

BOX 25: Avoiding harm to the informant in research**Examples of how research can harm an informant****Breach of confidentiality and consequences if other people find out.**

Disclosure of private and intimate information about sexuality and sexual activity can be potentially dangerous for young people in a context where adolescent sexual activity or particular sexual practices or orientations are not accepted. Negative consequences of disclosing this information to others include stigmatization, social exclusion, expulsion from school, being ostracized by family or community, violence etc.

- Informant might feel bad if judged by you
- Recall of trauma but no offer of help (ask if anyone can give an example of trauma)
- If the researcher abuses his/her power (e.g. over younger person)

Guidelines for not harming an informant**Guarantee confidentiality and anonymity and always ask for informed consent and explain the right to withdraw (even if this means you cannot use the data)**

Guaranteeing confidentiality and anonymity, informed consent and the right to withdraw allows the informant to calculate his/her chances of getting harmed.

Do not judge and always monitor the wellbeing of your informant and their reaction to your questions

The attitude of a professional researcher is to never judge! This not only prevents your informants from feeling bad, it will also improve the quality of your data as they will be more open and honest with you. If you notice a person is not feeling comfortable, try asking different questions or less personal questions or ask the person how comfortable they are with the questions.

In the case of trauma or if an informant asks for help, refer the person to professional help

Ask participants what we could do if an informant recounted a traumatic story and asked for your help? Do **not** offer to help yourself but refer to a professional who has been trained to deal with such cases! In this case: FPAB counsellors. Or first discuss with the co-ordinator

Never abuse your position as a researcher

Ask, can you think of ways that a researcher could abuse his/her power and that can harm another person? (e.g. intimidation, to get money, sexual abuse, blackmail using personal information). A researcher should also always try and reflect the truth and should never make up stories or commit fraud with data.

To not abuse your position or power as a researcher is something that a researcher has to promise, if he or she wants to become a serious and professional researcher. Such a promise is in sometimes called a vow (e.g. the President of the USA when he assumes office or a medical doctor when s/he receives his/her diploma). A vow is like making a promise to God and to yourself.

Session 13: Ethical cases and discussion



SESSION TIME

45 minutes



PREPARATION

Flipcharts with case studies



OBJECTIVES

- To reflect on scenarios that participants could potentially encounter and to check if they have understood the guiding principles discussed earlier and can apply these

INSTRUCTIONS

- Present the case studies in Box 26 and ask the participants (in plenary or small groups of 2/3) to work out the answers.
- If applicable, hold a plenary discussion on the issue of parental consent. Ask the participants whether they think we should ask the informants' parents for consent for their child's participation in the research. Make an inventory of the pros and cons (see Box 27). Come to a conclusion.

BOX 26: Case studies

A girl has been sexually abused, during the interview she begins to cry, and you can tell that your questions have negatively affected her emotionally. Out of desperation she asks you for help, saying that it is her uncle and that he does it repeatedly to her.

What do you do?

During an interview with a 15-year-old sexually active girl, she asks you for advice concerning STIs. You tell her to always use condoms and to go to a family planning clinic to get herself tested. The next day her parents show up at your house asking you why you are encouraging their daughter to have sex and to use contraceptives.

What do you say to them?

During an interview with someone of the opposite sex, the informant openly flirts with you and tells you that they are attracted to you. You are also attracted to the informant and he/she touches you.

What do you do in this situation?

During an interview you are convinced that the boy you are talking to is lying to you about his sexual experiences because you heard through one of his friends that he sleeps with prostitutes. *What do you do?*

During an interview a girl raises her concern about an itchy spot she has discovered on her vaginal entrance. She describes the spot to you, and asks you for advice. She even offers to show you the spot.

What do you do?

BOX 27: Pros and cons of parental consent

The core of this discussion centres around the issue of parents' right/obligation to protect the child and the child's right to information and participation, and the issue of the evolving capacity of the child – how well can the child make an informed decision on their own?

PROS	CONS
✓ Parents have the right to know about any significant activity of their under-age teens	✗ Usually, parental permission articulates what most agree represents the 'best interests of the child'. However, parents might refuse their child's participation out of the misconception or fear that allowing their child to take part in research about sex would encourage their children to have sex. Therefore, if the parents don't fully understand the goal of the research, they may be inclined to refuse participation
✓ Could create awareness and open up discussion about sexuality and create a good bond between parents and child	✗ Quality of data could be jeopardized due to fear of the child, i.e. their parents finding out the content of the discussion
✓ Parents could learn to take their children seriously as they will be respondents of a scientific research	✗ Parents may feel that their children do not know anything about sex and so shouldn't be involved in such research. If the child wants to participate, but the parents for this reason reject, whose right is more important? The parental right (obligation) to protect their child, or the child's right to information and participation?
✓ Both child and researcher will not feel they are being 'secretive' about the research. Creates transparency	✗ Parents may push the child to tell them about what was discussed, which violates the child's right to privacy
	✗ Acquiring parental consent may be difficult, time consuming and costly – they may be difficult to reach (poor infrastructure) and/or illiterate
	✗ Parents may force the child to take part due to material benefits they think they might acquire from the participation
	✗ Parents may expect something in return for letting their child participate in the research
	✗ Could create a selection bias



Building block V

Analyzing data and drawing conclusions

✓ OBJECTIVES

- To reflect on experiences and results of the FGD process and content
- To have practical experience of analysing and interpreting FGD data and reporting (presenting) the main findings
- To learn to critically reflect on statements, arguments and conclusions
- To learn how to reflect on validity and reliability of data
- To learn how to strengthen conclusions by building arguments

In order to optimize empowerment and involve young people in a meaningful way in research, it is important that they do not 'just' learn how to ask questions (interview techniques). It is also important that they learn how to get quality in-depth information that is reliable and to formulate questions on the spot to help get to 'the bottom' of an issue.

The sessions in this building block are designed to promote reflection skills: on the quality (validity, reliability) of data, on the trainees own role as researchers, on interpretation and bias, and to collect information that reflects what is at stake for young people. The sessions help to build basic analytical skills, in order for the trainees to be able to formulate good questions that probe for details without losing focus on the main research question. It will help them to draw conclusions on the basis of their data and build arguments to strengthen those conclusions. The sessions are not intended to equip the trainees to professionally label and order the data. We assume this will be done by a professional researcher (yourself).

The best way of teaching these skills is by using examples. We therefore strongly recommend that these sessions follow an FGD or interview practice in the field, so that the data from that practice can be used to work with.

These sessions are good practice for presenting in front of a group and help to build self confidence. Success rates of course also depend on individual capacities, but experience has taught us that a great deal of young people trained do a good job can, at a later stage, help to disseminate the findings, even in front of an international audience.

BUILDING BLOCK V: SESSIONS AND TIMES

SESSION	TITLE	TIME
14	How to order and analyse your data	2–3 hours
	<ul style="list-style-type: none"> ■ Preparing your presentation ■ Presenting your findings 	60-90 minutes 40–120 minutes
15	Drawing a good conclusion	30 minutes
16	Reflecting on the quality of your data	45 minutes

Session 14: How to order and analyze your data

OVERVIEW

Because the teams have to present their main findings, they automatically analyse, reflect and draw conclusions in the process of preparing the presentation. After they have finished the presentation, you should mention this to them and applaud them for it (even though they most likely made some mistakes). Most people are a bit afraid of this 'difficult and abstract' building block. Once they realise they already have some skills, they feel more motivated to listen to your 'tips and tricks' for doing the analysis more consciously and systematically.

OBJECTIVES

- To reflect on experiences and results of the FGD process and content
- To have practical experience of analyzing and interpreting FGD data and reporting (presenting) the main findings

SESSION TIME

2–3 hours

PREPARATION

Analyse the notes you took yourself at the FGD(s) to compare to what the teams are presenting and to check if they miss out important data or draw invalid conclusions

Preparing your presentation

INSTRUCTIONS

1. Ask the teams to prepare a presentation of the main findings of their FGD in the field.
2. Hand out some flipchart sheets and markers to the groups. Ask the groups to prepare their presentations, focusing on:
 - ④ *Goal of the FGD: what did you want to know/find out? (main research question)*
 - ④ *Contents: main findings and results (ordered by topic)*
 - ④ *Conclusion: answer to the research question*
 - ④ *Observers: what went very well, what was the main weak point?*
 - ④ *Evaluators: what are the outcomes of the evaluation?*
3. Give suggestions on how they can order their data. You can do this in plenary and/or during their preparation. Give the teams suggestions for topics ('labels') or main questions under which to order their data. The clearer the main and sub questions, the easier it is to order the data.

TIME

60–90 minutes

PREPARATION

Prepared flipchart with instructions for reporting



TIME

20 minutes
per team +
20 minutes
feedback)

Presenting your findings

INSTRUCTIONS

1. Instruct the trainees that they have to take turns in presenting the findings.
2. After the first team is finished, ask the others if they have any questions.
3. Give feedback yourself. First start with the positive aspects, the things you find interesting, what they did well, then continue with reflecting on the points they could try to improve the next time. Try to be interactive and ask the participants to reflect on certain points themselves.

Use the 'mistakes' they made as entry points to discuss reflection on quality of data and drawing good conclusions.

Ask the group to answer the following questions:

- 1 *What were your main impressions? What did you find most remarkable or interesting? (for example something that is new to you, something that you did not expect, something that was conflicting with information from others, or confirming what others have said)*
- 2 *What are your own ideas and thoughts? (e.g. explanations, hypotheses, ideas, conclusions)*
- 3 *What are your impression of the 'trustworthiness' of the information you have collected?*

Session 15: Drawing a good conclusion

OVERVIEW

This session can also be an integrated part of your feedback to the presentation. A frequent mistake that is made by trainees is jumping to conclusions. This session helps them to check the strength of their conclusions.

OBJECTIVES

- To learn to critically reflect on statements, arguments and conclusions
- To learn how to strengthen conclusions by building arguments

SESSION TIME

30 minutes

PREPARATION

Use the sheets with the FGD presentation and prepare a flipchart with the steps for drawing a good conclusion

INSTRUCTIONS

1. Ask the participants to reflect on the strength of their argumentation to support their conclusion: Take one of the weaker conclusions from the presentations as an example. Ask the participants: "How do you know this?" or "Do you think if the director was here, or someone else who was not present at the FGD, that this person is likely to be convinced with this conclusion?" "What would you say to convince him/her?".
2. Explain the steps on how to draw a good conclusion (see Box 28).

BOX 28: Steps for drawing a good conclusion

- Gives an answer to the question, and a short explanation of why and how
- Is logical (the relationship between cause and effect is clear)
- Is complete and reflexive:
 - > it includes a focus on the positive as well as on the negative
 - > it includes information on what is not found or what was not asked
- Is based on strong arguments, which in turn are based on sufficient and truthful data
 - > if not, or if weak, the conclusion should include a reflection on the limitations of the research and the validity and reliability of the data, or the conclusion is preceded by such a reflection
- Includes recommendations, or is followed by a paragraph that formulates recommendations

Session 16: Reflecting on the quality of your data

OBJECTIVES

- To learn to critically reflect on statements, arguments and conclusions
- To learn how to reflect on validity and reliability of data
- To learn how to strengthen conclusions by building arguments

SESSION TIME

45 minutes

PREPARATION

Use the sheets with the FGD presentation. Prepare a flipchart with the steps to check validity and reliability (see Box 29). Prepare a flipchart with tips and tricks to increase quality.

OVERVIEW

This session can also be an integrated part of your feedback to the presentation and follows directly in line with the explanation of drawing a good conclusion. The terms validity and reliability can be confusing, it is better to talk about/explain in terms of collecting enough or sufficient data and about collecting truthful information.

KEY TERMS

Bias is a term used to describe that something has influenced the outcome (= data/results) and the outcome is therefore less trustworthy.

Reflection is thinking about how you and the setting could possibly have influenced your data. Reflection will help you to formulate new questions for the following interviews and bring focus, efficiency and quality to the data collection. Answering the questions in Box 30 directly after the interview or FGD will later help you with ordering and analysing your data.

INSTRUCTIONS

1. Explain the importance of collecting sufficient and truthful data.
2. Describe the steps on how you can check this (see Box 29).
3. Explain bias and the influence of the researcher and setting on the truthfulness of the data (see Box 30). (You could ask if they can think of elements that have influenced the truthfulness of the data they collected during the FGD, or repeat the points made by the observers and evaluators).
4. Explain the tips and tricks you can use to improve the quality of the data: triangulation and verification (see Box 31).
5. Ask the trainees to think about which questions they did not collect (enough) data on and which new questions came to mind that you would like to ask during a next FGD.
6. Explain or repeat the steps to take after finishing an interview and ask if they understand why it is important not to wait too long with this (see Box 32).
7. Explain that this process is called reflection.

BOX 29: Steps to check if you have sufficient and truthful data

1. How much consensus is there on a particular topic or explanation?
2. Which topics did I collect conflicting data on?
3. Does the answer/conclusion count for boys and girls? (married/unmarried, urban/rural, etc. Add categories that are relevant to your research)
4. Is the data based on the informant's own observations or experiences, or is it hearsay?
5. What do you think of the overall 'honesty' of the informants (with regard to specific topics)
6. Are the main findings and conclusions verified with some informants?
7. Would the answers be different if you had been male/female, older/younger, had interviewed the informants in a different setting (e.g. in their homes instead of the clinic)?

BOX 30: Influence of the researcher

As a researcher you are the main instrument for collecting data. The answers that you collect depend on:

- What kind of questions you ask and how you ask them
- On your 'rapport' with the informant
- On your experience as a researcher (skills)
- On your interpretations

Unlike a film documentary, you write down the things that you think are important, or the way you understood it. This can be different from how someone else would have written it down (e.g. somebody from another country, somebody with different skills or a different 'rapport' with the informant). This is not a bad thing, but it is important to think about how you influence or 'colour' the data. And it is important to explain this to the people who read your research data.

BOX 31: Tips and tricks to make your findings more objective and to check the trustworthiness of your data**Triangulation**

- Use different methods to collect data on the same topic or question, and see how the answers that you get differ. For example, see what answers people give you in a personal interview versus what they say in a FGD.
- Compare the data that you have collected on a certain topic or question with that of the other researchers.
- Compare the information that you have received from different persons.

Verification

- Check if the answers count for boys and for girls.
- Check your main findings and conclusions with some 'key informants', people of whom you think are most honest with you and have a lot of knowledge or experience.

Conflicting information

If you find conflicting information, you have to investigate the reasons for this conflict, until you have an explanation. The more consensus there is on a topic, the more valid the answers.

BOX 32: STEPS TO TAKE AFTER EACH INTERVIEW

1. Work out your notes immediately or as soon as possible
2. At the end of your transcript:
 - Summarize the main questions and the main answers
 - Summarize your main impressions
3. Write down your own ideas and thoughts (e.g. what struck you, new information, new insights, new questions that pop up)
4. Note how the interview went and your impression of the 'trustworthiness' of the informant
5. In addition, it is important that you include on the transcript:
 - date
 - name or number of the informant if you have it – if not, think of an alias
 - age
 - gender
 - location

Building block VI

Making a research plan

The sessions in this building block help you to design a research plan together with the young people. Or, if you already have a worked out research plan, to go through this with the young people and ask for their comments or input where needed/welcomed. Connect the research plan made or discussed during the sessions to a timeline and budget.

For some of the mapping and planning the help and input from project staff is very useful. Consider inviting them to the sessions in this block and investigate where they can assist with logistics, obtaining support and consent, etc.

BUILDING BLOCK VI: SESSIONS AND TIMES

SESSION	TITLE	TIME
17	Map and select informants and gatekeepers	120 minutes
18	Developing a stakeholder panel plan	60 minutes
19	Making a research timeline and work plan	90 minutes

✓ OBJECTIVES

- To develop a youth-informed and context specific research plan
- To map and make a choice for research informants, locations and stakeholders
- To develop a plan for identification, selection and approaching gatekeepers to gain their permission and support
- To brainstorm about the objectives and programme of a stakeholder panel and how it will be organised
- To make a division of tasks and responsibilities
- To make a schedule for data collection in the field, working out notes, discussing and reflecting on findings and challenges with the group, etc.

Session 17: Map and select informants and gatekeepers

OBJECTIVE

- To make a plan for selection of informants and gaining gatekeeper support and consent.

SESSION TIME

120 minutes

PREPARATION

Flipchart with a table for mapping (see example below)

OVERVIEW

Use this session to map who will be the main informants, where you can find them, how many you need, and whose support or consent you might need to approach your potential informants. Identify who will be responsible for approaching gatekeepers and informants, discuss logistics

INSTRUCTIONS

- Hold a plenary brainstorm on who can provide you with answers to your research questions. This should result in a list of the type of informants.
- Map in a table where to find these different informants. This should result in a list (next to the type of informants) of research locations.
- Brainstorm on how to identify and approach these informants. Ask the participants, who can help them to get in touch with the informants and whose permission you need to interview the informants? (identify gatekeepers). Identify who can help to gain this permission from gatekeepers and access to informants (including persons working for the organization as staff or volunteers). Add gatekeepers and supporting persons to the table.
- Decide on the amount of FGDs and interviews to be held. Make a choice for (groups of) informants, locations and ways to approach them and a plan how to achieve this within the time frame and budget of your research.

FLIPCHART: MAPPING THE RESPONDENTS AND GATEKEEPERS

TYPE OF INFORMANTS	LOCATION	WHO TO ASK FOR PERMISSION? = GATEKEEPER	WHO CAN HELP TO APPROACH GATEKEEPERS?
School children	Schools in area X, Y, Z	Headmaster, community leader, school committee, parents	Staff of organization, research coordinator, stakeholder panel member, young researcher directly
Out of school children 12–15 years	Slum areas, factories	Youth club coordinator, factory managers	

FLIPCHART: RESEARCH PLAN AND TARGET

METHOD	LOCATION	FREQUENCY		
Individual interviews	Schools in area X, Y, Z	20 boys	20 boys	
FGD	At clinics X, Y, Z	10 girls	10 boys	10 mixed

Session 18: Developing a stakeholder panel plan

OVERVIEW

Use this session to formulate the objectives of the stakeholder panel(s). Make a decision on who should be approached to take place in the stakeholder panel, and who should approach the stakeholders. Decide how often the stakeholder panel needs to meet and brainstorm about a programme. Discuss organization and logistics.

OBJECTIVE

- To develop objectives and make a plan for organising a stakeholder panel

SESSION TIME

60 minutes

INSTRUCTIONS

1. Explain and discuss the term 'stakeholder' and the purpose of a stakeholder panel.
2. Formulate objectives for your stakeholder panel.
3. Identify potential stakeholder panel members. Make a list.
4. Make a choice for 15 stakeholders who can best help you to achieve the objectives of the stakeholder panel.
5. Make a plan for selecting stakeholders and approaching them for consent.
6. Make a provisional planning for stakeholder meetings and programmes.

KEY TERM

A **stakeholder** is a person or representative from a group or organization, who has an interest in the research, and affects or can be affected by the research or consequences of the research. For example teachers, community leaders, service providers, parents, school committee members, religious leader, media, youth representative, NGOs, etc.

BOX 33: Some reasons for having a stakeholder panel

- To keep community representatives informed about the research purpose and activities
- To discuss and verify findings of the research
- To discuss challenges or (ethical) dilemmas and help to find solutions
- To brainstorm recommendations on the basis of the research findings
- For future community and organization support with implementation of recommendations

Session 19: Making a research timeline and workplan

✓ OBJECTIVE

- To make a concrete work plan with timeline for the research project.

🕒 SESSION TIME

90 minutes

OVERVIEW

Use this session to discuss the activities that need to be done during the research and when they need to be done. Include activities like fieldwork, working out notes, discussing and reflecting on findings and challenges with the group etc. Make a division of tasks and responsibilities. The session on mapping and selecting informants should have given you a good starting point for your research planning.

🔧 PREPARATION

Pens and cards or sheets of paper. A sticky wall would be helpful, otherwise the cards could be sorted on the ground.

INSTRUCTIONS

1. Brainstorm (in plenary or in groups) about the various activities that need to be done during the research. Write each activity on a card. Examples of activities are given in Box 34.
2. On the sticky wall, or the ground, order the cards according to what needs to be done when (you could categorize activities as in Box 34).
3. Discuss who is going to do what and make a division of tasks and responsibilities. You could do this by adding cards with names next to the activities on the sticky wall or ground.

BOX 34: Examples of research phases and activities

Preparation

- Develop or translate interview guidelines/consent forms
- Pre-test data collection tools
- Get consent from gatekeepers at research locations
- Buy incentives for informants
- Arrange logistics (e.g. transport, place for interviews/FGDs, accommodation, buy recorders)
- Make appointments with informants for interview/FGD

Fieldwork

- Travel to location and back
- Conduct x number of interviews/FGDs at location X,Y,Z

Data recording and analysis

- Work out notes/transcribe FGDs and interviews
- Discuss in team what went well and what did not go well, ethical cases and new and interesting information found, main conclusions based on findings (can be done frequently during fieldwork, and/or after fieldwork during data analysis and reporting phase)
- Data analysis

Stakeholder panel

- Select and approach stakeholders
- Stakeholder meetings
- Finalization
- Report writing
- Presentations, dissemination, advocacy

Session 20: Finalization of the research training

OVERVIEW

Use this session to discuss the activities that need to be done during the research and when they need to be done. Include activities like fieldwork, working out notes, discussing and reflecting on findings and challenges with the group etc. Make a division of tasks and responsibilities. The session on mapping and selecting informants should have given you a good starting point for your research planning.



120 minutes

SESSION	TITLE	TIME
20	Finalization of the research training	120 minutes
	<ul style="list-style-type: none"> Evaluation of the training 	60 minutes
	<ul style="list-style-type: none"> Pledge of honour and graduation ceremony 	60 minutes

Evaluation of the training

OVERVIEW

You can evaluate your training verbally and/or have a written evaluation. Verbal evaluations are fun and provide you with a lot of insight into how the training was experienced. A written evaluation will provide you with more learning points and suggestions for improvement. This session is a combination of both and offers some suggestions for questions you can use for the evaluation.



60 minutes

INSTRUCTIONS

- Stand in a circle. Invite volunteers to step into the centre to say something about the training, or to answer an evaluation question. Take turns. Make sure you have someone taking notes on the feedback, or make notes yourself. Encourage the trainees to ask each other questions about the training.
- Ask the trainees to fill in the evaluation form. First go through the questions in plenary to ensure everyone understands the questions. Then encourage them to be honest and give you suggestions on what to improve for next time.

EXAMPLES OF EVALUATION QUESTIONS

- What did you like most about the training?
- What did you dislike the most?
- What would you have liked to learn more about, or what could the trainer have explained better/more about?
- What do you find the most important thing you learned during this training?
- What did you find the most difficult?
- What could the trainer improve for next time?
- Additional remarks or comments

Pledge of honour and graduation ceremony



TIME

60 minutes

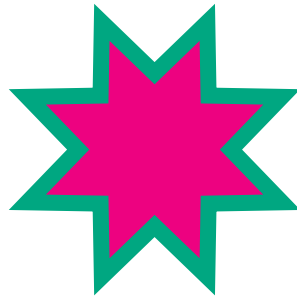
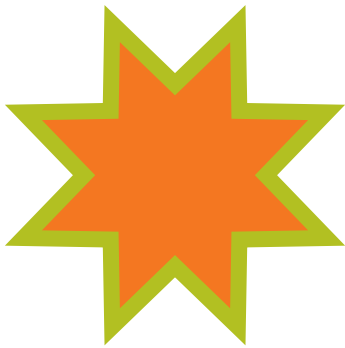
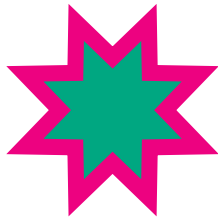
OVERVIEW

Young people appreciate receiving a certificate for successfully completing the training. A certificate can be shown to their family and used when looking for a job. We encourage you to provide a certificate on behalf of your organization, to those young people who actively participated and completed the training. Handing over a certificate also gives a nice 'closure' to the training.

Before handing over the certificate, you can ask the trainees to pledge a vow to ethical conduct during their work as researcher. Pledging a vow during the certificate ceremony emphasizes for the young people that their tasks and responsibilities as researchers are serious and makes them feel responsible and professional.

INSTRUCTIONS

1. Call forward the trainee.
2. Ask him or her to put his/her hand on his/her chest and repeat your words: "I hereby promise to follow the ethical guidelines and conduct my work as a researcher to the best of my abilities" (or something along those lines).
3. You could ask them to undersign the ethical guidelines.
4. Hand over the certificate.



Appendix 1: Example of protocol for ethical conduct

PROTOCOL FOR ETHICAL CONDUCT FOR RESEARCHERS PARTICIPATING IN THE RESEARCH

..... (NAME OF RESEARCH PROJECT)

Hereby, I, (NAME) declare to abide to the following ethical principles and conduct in a way that is in line with these principles:

General principles

- *'Primum non nocere'*: First do no harm
- The guarantee of confidentiality and anonymity (the right to privacy)
- Complete and correct information about the research purpose, process and potential consequences, on which the potential participant can base a meaningful consent (the right to information, the right to consent)
- The right of all people, including adolescents and young people to participate in matters that concern them (the right to participate)
- The right to freely and responsibly decide the number, spacing and timing of their children, to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health, for all people, including children and young people (sexual rights declaration)
- To continuously monitor and reflect on my ethical conduct and the participants' wellbeing
- To refer in case of question for help (see ethical protocol)
- Not to abuse my power as a researcher: adhere to the International Save the Children Alliance Child Protection Policy. Where it states children, we read children and adolescents (0–18 years) (see other side of this form).

Signed on the (date)

At (place)

By (name) (signature)

Child Protection Policy

International Save the Children Alliance

Staff and others must never:

- hit or otherwise physically assault or physically abuse children
- develop physical/sexual relationships with children
- develop relationships with children which could in any way be deemed exploitative or abusive
- act in ways that may be abusive or may place a child at risk of abuse.
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- behave physically in a manner which is inappropriate or sexually provocative
- have a child/children with whom they are working to stay overnight at their home unsupervised
- sleep in the same room or bed as a child with whom they are working
- do things for children of a personal nature that they can do for themselves
- condone, or participate in, behaviour of children which is illegal, unsafe or abusive
- act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- discriminate against, show differential treatment, or favour particular children to the exclusion of others.

This is not an exhaustive or exclusive list. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour.

It is important for all staff and others in contact with children to:

- be aware of situations which may present risks and manage these
- plan and organise the work and the workplace so as to minimise risks
- as far as possible, be visible in working with children
- ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- talk to children about their contact with staff or others and encourage them to raise any concerns
- empower children – discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

In general it is inappropriate to:

- spend excessive time alone with children away from others
- take children to your home, especially where they will be alone with you.

Appendix 2: Example of protocol in case of ethical problems

IN CASE OF ETHICAL PROBLEMS, ADVERSE EVENTS OR ILLEGAL ACTIVITIES, OR SITUATIONS OR PROBLEMS THAT ARE DIFFICULT, THE RESEARCHER HAS TO STRICTLY FOLLOW THESE STEPS (SEE ALSO CODE OF CONDUCT):

If the informant has particular problems relating to sexuality, sexual activity, sexual relationships or other, or is suffering from abuse or force and tells you about this, you should:

1. Always offer the informant a service provider or counsellor from.....
(NAME OF ORGANIZATION), to get professional advice or help.

.....
(CONTACT DETAILS OF ORGANIZATION)

If the informant asks for your personal advice:

2. Do not give advice yourself. You are not a professional and if your advice is wrong, it might cause added problems. Offer the help of a professional.

If the informant refuses to go to the professional, or faces problems because of their participation in this research:

3. Always consult with the research coordinator about the nature of the problem and possible solutions; never try and implement your own solutions without consulting the coordinator.
4. Tell the respondent you will consult with your research coordinator; if the informant mentions that he or she does not want other people to know about it, reassure them that their identity will be kept confidential. If they still do not want you to consult your coordinator, explain that you are unable to help unless you consult with your coordinator.
5. If the informant refuses help from a professional due to lack of money for travel to the service provider, tell the informant that these costs will be paid for by the research project, or that you can make an appointment with a service provider at a place of the informant's choice

In case of legal issues, abuse or need for further reference, follow the protocols and networks of
(NAME OF ORGANIZATION)

Appendix 3: Example of informed consent form and research introduction

The following form will be used and carefully followed by the researchers when they ask for informed consent from potential informants and/or their parents/guardians. The form will be further adapted during the research training and translated into local language. If the informant is literate, s/he will be offered the form for reading and signing.

In the case of asking consent from the parent(s)/guardian(s), use the words in italics and between brackets.

INTRODUCTION

Hello, my name is.....

I work as a researcher for (NAME OF ORGANIZATION). I will ask you if you want to (*will allow your child to*) help us with our research. But, before you answer, I want to explain to you exactly what the research is about, so you fully understand why we need your (*son/daughter's*) help. If I say something you don't understand or cannot follow, you can stop me so I can explain better. Is that okay?

So, I work as a researcher for (NAME OF ORGANIZATION). (NAME OF ORGANIZATION) is an organization that offers services and information to people, including young people, about sexual and reproductive health and rights. This includes information about sexuality and reproduction. (Check if informants or parents know what sexuality is, and give the following information):

Sexuality involves things to do with:

- changes you experience when growing up/during adolescence/puberty (give an example of your own experiences)
- relationships between boys and girls, like feeling attracted or falling in love
- the behaviour that people have as a result of this, including sexual activity
- consequences of sexual activity, like pregnancy, having children, sexually transmitted infections, HIV, etc.

..... (NAME OF ORGANIZATION) provides services for young people and adults that can help them in case of problems related to sexuality and reproduction. For instance, you can get contraceptives to help prevent pregnancy and diseases, tests for pregnancy, STIs and HIV, and counselling in case you have questions or problems.

Do you understand?

Do you have any questions so far?

RESEARCH PURPOSE AND USE OF DATA

Like all young people, the young people in our communities have questions, concerns, curiosities and sometimes problems relating to sexuality and sexual relationships. It is therefore important that young people can go to services like the one that(NAME OF ORGANIZATION) offers. Yet, many young people do not go there. We are conducting a research, or a study, to find out what discourages young people from going to sexual and reproductive health services, or what encourages them to go. In order to find out, we interview young people about their concerns, questions and experiences relating to sexuality and what they think of such services. We hope this information can help us to make the services better, so that more young people will use them if they want to.

If you want to help us with this research, by (*allowing your child to participate/*) participating in the focus group discussion or in the interview, your (*his/her*) information will help us to give recommendations to (NAME OF ORGANIZATION) and other organizations that provide sexual and reproductive health services for young people, in our communities and in other parts of the world, on how to make their services better.

Do you understand?

Do you have any questions so far?

INFORMANT'S RIGHTS: ANONYMITY, CONFIDENTIALITY, RIGHT TO WITHDRAW, RIGHT TO FULL INFORMATION

If you choose (*your child chooses*) to help us, we promise that what you say (*/he/she says*) will stay between us (*him/her and us*). We write down what you have said (*/your child has said*), but we do not write down who has said this, so that nobody will find out. It is important for us to hear the truth, even if it makes us shy. That is why we make this promise, so that you and the others feel free to talk with us. If you do not (*/your son/daughter does not*) want to share particular information, because we are in the group or because you feel uncomfortable, you do (*he/she does*) not have to, or you (*he/she*) can tell us outside the group in a one to one interview. If you feel (*he/she feels*) uncomfortable and you want (*he/she wants*) to leave, you (*he/she*) can do that at any time during the discussion or interview, without having to explain to us why. If you have (*he/she has*) any questions, you are free to ask them and we have to answer them. If we do not know the answer, we will ask for help from our guardian researcher.

If you have any questions concerning this study please contact:

.....
(NAME OF PERSON RESPONSIBLE FOR RESEARCH PROJECT)

.....
(TELEPHONE) or

.....
(EMAIL ADDRESS)

Do you understand?

Do you have any questions so far?

INDIVIDUAL QUESTION FOR PARTICIPATION IN THE RESEARCH

Do you want to help us with this research, by participating (*/allowing your child to participate*) in the focus group discussion and/or individual interview?

If yes, please sign here.....

Signature of the researcher.....

Appendix 4: Example of interview guidelines

SEMI-STRUCTURED AND OPEN QUESTIONS FOR FGD AND INDIVIDUAL INTERVIEWS ON YOUNG PEOPLE'S SEXUALITY AND UTILIZATION OF SERVICES

This document serves as a guideline. During the research training the questions below will be adapted to fit with the local context and priority issues and translated into local language.

Introduction

When you approach one or more individuals for participation in group discussions or in-depth interviews, **carefully follow the protocol for informed consent**. Each FGD and individual interview will begin with an explanation of the research outline and research goals, also explain to them what the data will be used for. After the research outline has been explained, the informant will be ensured that all of the information given is strictly confidential. Once the informant has understood the confidential terms and conditions, their consent will be asked for participation in the research. The informant will also be told that he or she could choose to refrain from the interview or FGD at any time, no reasons asked.

For FGDs: pose the questions underneath in a general way (e.g. ask about 'young people' in general, 'peers' or 'friends'), so that people do not feel they have to disclose personal information or experiences if they do not want to. In in-depth interviews try to ask the questions in a more personal way to persuade your informant to open up about his or her own experiences.

Main research question

Are youth friendly services adequately matching young people's sexuality needs and wishes (issues/concerns/problems/fears/desires/needs/wishes/curiosities) in order for them to be able to enjoy sexual well-being?

Main sub-questions

What are the priority sexuality issues/concerns/problems/fears/desires/needs/wishes/curiosities of young people?

- what are the consequences of those concerns/fears/issues?
- what are the (root) causes?
- what do young people do to cope or solve the issues?
- where do they go for help? Why there?

Do young people make use of youth-friendly services (YFS)?

- Yes? Why? How was it?
- No? Why not?

→ Look for the barriers to accessing to YFS and for enabling factors that make young people go to YFS. This information will help to reach the main research goal of formulating recommendations for YFS.

Note: The steps outlined below do not have to be asked in that specific order, they can be swapped on the way the interview/discussion goes. We encourage you to ask 'probing' questions when you notice entry points for getting more detailed information.

Step 1: Opening: creating a comfortable environment for the informant

- Begin by smiling and asking everyone if they are comfortable where they are.
- By following the informed consent protocol, you have introduced the topic of sexuality.
- Check with the informants if they understand what sexuality means (if they do not ask first). Ask them; "Do you know what sexuality is?" Informants can brainstorm and give their ideas (which may create entry points: "so do you experience that as well?")

Step 2: Explanation of what sexuality is

- Give the following explanation:
Sexuality = things that have to do with: changes you experience when growing up/during adolescence/puberty (give an example of your own experiences if you want to).
relationships between boys and girls, like feeling attracted; falling in love
concerns we may have or things we are curious about at this age that have to do with love and sex (making love)

- Emphasize that sexuality can include sexual activity, but is not restricted to this. So people who are not sexually active still have sexuality and are sexual beings! This should also put the informants at ease as it means that talking about sexuality does not necessarily mean that you are sexually active, or that participation in the research is only for those who are sexually active.

Step 3: Break the ice: Brainstorm about changes experienced during adolescence

What kind of changes do girls/boys/you experience when growing up/around our age?

- Are there physical changes?
- What did that do to you/how does that make you feel?
- How do others/boys/girls/parents respond to these changes?
- How about feelings or interests in the opposite sex, has that changed?
- Do boys/girls get more interested in/curious about girls/boys?
- Yes, attraction/falling in love/flirting/courtship/dating/desire arousal

The answers that the informants might give will provide entry points. Follow these entry points to ask about their experiences, curiosities and fears!

In case they are shy and answer 'No' to having interest/feelings:

- When do boys/girls develop feelings for girls/boys? How do they develop feelings?
- What happens if a boy or girl develops feelings or feels attracted before that age/stage (e.g. marriage)?
- Use examples and make jokes: So you have never felt attracted to (name of film star or famous person)

Step 4: Probing into the personal experiences of the informant's fears/concerns

Have you ever felt attracted to someone?

- What do you feel/think when you feel attracted?
- What does that do to your body?

→ Feelings of desire

Direct question: "Do boys/girls/you feel like wanting to have sex?"

→ Masturbation (follow entry point to concerns, issues etc.)

Follow entry points into root causes of those fears and concerns: what are the main concerns/fears, where do they come from, what are the consequences i.e. what happens when they experience this, what do they do?

What do boys/girls do with these feelings/interests?

→ Falling in love/expressing feelings/interests

→ Courtship/Dating:

Describe what happens during dating/where do you go, what do you do?/Can you kiss/touch? Why not? What are the consequences?

→ Fears/concerns/sexual power/restrictions by parents (follow entry points!)

What happens next?

→ Probing into sexual relationships

- Ever had a boyfriend/girlfriend?
- If not, ask about peers, when do most boys and girls start getting involved? Reasons? Reasons not to?
- How long did relationship last?
- Did other people know about it? (Why not)
- Did you ever have hesitations, questions or fears due to this relationship?
- Who did you discuss this with? Where did you try to find information to get answers?
- What did you do to prevent pregnancy/STIs (including HIV)?
- Did you discuss prevention with your partner? (Why not? How? How did your partner react? How would he/she react if you tried?)
- Have you ever regretted anything? (probe about feeling forced)
- Have you ever been for information or help to YFS? Why not? How was it? Would you ever go there? When/for what?

If the informant does not go into own experiences, probe into experiences of their peers or friends:

Step 5: Probing into curiosities and sexual behaviour

At our age, what do you notice around you? Do boys and girls fall in love with/feel attracted to/have particular curiosities about each other?

- What happens? → Dating?
- How about you?
- Ask about love relationships. Have they ever been in love? What is love?

Step 6: Probing into sources of information about sexuality

How did you learn about puberty/sexuality/sex?

- sources of information
- initiation rituals (ask about experiences, the information or instructions received, would you recommend it to others?)
- where do you go if you have questions relating to sexuality/sex? (ask about magazines, pornography, stories etc.)
- who would you discuss it with? Parents/teachers/siblings/aunts/grandparents?

Step 7: Ask about YFS/Youth Centre/Services organization(s)

Have you ever heard of a youth centre/YFS/organization?

- If yes, can you tell me what it is and what they do?
- If no, explain that you can go there for sexuality issues/concerns/problems
- What kind of issues/concerns do you think young people go there for?
- What the reasons are to go/not to go
 - > logistical reasons (money/waiting times/travel time/waiting room)
 - > stigma as an unmarried young person
 - > attitudes of the staff
 - > ideas about provided services
 - > ideas about the chances of being helped/your problem being solved when going to YFS
 - > anything else?

Final step: Closing the interview

At the end of the interview or FGD, thank the informant for their time. Ask them if they have any questions, or if there is anything they are not clear about. Reassure them about confidentiality. Give them the compensation for their time and reimburse their travel expenses if they have any. Offer them drinks or snacks if this is appropriate.

Notes

Notes

Who we are

RUTGERS WPF

Rutgers WPF is a renowned expert centre on sexual and reproductive health and rights. We work towards a world in which all people are equally able to enjoy sexual and reproductive health and well-being, and exercise their sexual and reproductive rights. Central to our work is an open and positive attitude towards sexuality.

Rutgers WPF carries out activities in the Netherlands, Africa and Asia. Rutgers WPF supports partner organizations and professionals in their work, increasing their expertise on sexuality. Our activities are evidence-based, theoretically sound, culture and context sensitive, based on equality of gender, race, age and religion, and involve the participation of target groups.

Rutgers WPF evolved from the merger of the Rutgers Nisso Groep and the World Population Foundation (WPF). Rutgers WPF is a member of IPPF, the International Planned Parenthood Federation.

IPPF

The International Planned Parenthood Federation (IPPF) is a global service provider and a leading advocate of sexual and reproductive health and rights for all. We are a worldwide movement of national organizations working with and for communities and individuals.

IPPF works towards a world where women, men and young people everywhere have control over their own bodies, and therefore their destinies. A world where they are free to choose parenthood or not; free to decide how many children they will have and when; free to pursue healthy sexual lives without fear of unwanted pregnancies and sexually transmitted infections, including HIV. A world where gender or sexuality are no longer a source of inequality or stigma. We will not retreat from doing everything we can to safeguard these important choices and rights for current and future generations.





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